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## Minutes October 13, 2008

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**MINUTES OF THE UNIVERSITY SENATE**  
**October 13, 2008**

1. The regular meeting of the University Senate for October 13, 2008 was called to order by Moderator Spiggle at 4:06 PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes from the regular meeting of September 8, 2008 for review.

Senator von Hammerstein stated a clarification to the Annual Report of the General Education Oversight Committee Report had been made changing the terminology of “faculty and non-faculty” to “tenure track and non-tenure track faculty.”

Hearing no objections Moderator Spiggle accepted the changes to the GEOC report.

The minutes were approved.

3. Lysa Teal, Budget Director, presented the Annual Report of the Vice President and Chief Financial Officer on Budget.

(Attachment #7)

L. Teal stated she had intended to discuss the 2008 fiscal year budget but that she would cut short the discussion in favor of more pressing budgetary issues. L. Teal reported the University ended the 2008 fiscal year with a balance of greater than \$12.5 million. This was due primarily to changes in the accounting adjustments for Library Acquisitions and to the Payable Accruable. Fiscal year 2009 budget figures were reviewed. L. Teal reported on the possibility of an additional 2% reduction in the state’s funding for fiscal year 2009 and possibly more rescissions in fiscal year 2010.

4. Michael Hogan reported on a recent meeting he attended with the Governor, presidents of the state universities, and chancellor of the Connecticut State University System. The Governor reviewed with them the budget she will present to the Legislature for fiscal year 2010. President Hogan stated he infers that it is reasonable to expect that we might be asked for a further one to two percent rescission this year. This is within the Governor’s purview without asking for further action by the Legislature. President Hogan has asked the Deans to plan for this eventuality.

President Hogan discussed the present national and state economic crisis. He described the vast difficulties of the surrounding states, all of which seem to be in worse fiscal shape than Connecticut. Next year, by almost all indications, the budget shortfall will continue and the situation will look even more negative. The Office of Policy and Management anticipates a \$1.2 billion deficit for next year, almost four times the deficit for the current fiscal year. President Hogan stated that he is trying to avoid layoffs and maintain accessibility to the University. There are, in the short term, reserves of cash that can help in making the transition to these lower funding levels. He is optimistic that we can manage the long term implications of the budget cuts while maintaining our academic programs and our academic plan.

President Hogan introduced Peter Nicholls and Interim Vice President Suman Singha to assist with questions from the floor. Topics of discussion included: the logistics and timing of the reallocation process; the reallocation model; and the lack of faculty input and/or control in undergraduate admission levels.

Issues surrounding graduate education were also discussed. Multiple Senators stated the need for help and guidance in protecting graduate programs as they are essential not only for research but also in instructional roles for the undergraduate population. Provost Nicholls stated his office is collecting data concerning graduate population areas that are strong, those that are not, and is examining what might be the right mix of

tenure-track faculty, in-residence faculty, and graduate students in serving the needs of the undergraduate population. Senators asked for details on Administration's plans for graduate education in light of recent rescissions. Vice President Singha stated there may be a smaller cohort of graduate students compared to previous years but there is no plan in place to consciously reduce these levels. President Hogan stated the need to focus on programs that are likely to succeed. Appropriate benchmarkable indicators of success in graduate programs need to be established. Performance indicators can guide future investment in graduate programs. Other concerns over graduate education included: the increase in undergraduate admission and the related increase in teaching loads for teaching assistants; the difficulty of recruiting for graduate programs because the atmosphere around our present graduate students has become more negative; benchmarking of graduate programs; half-time teaching assistantships vs. full-time teaching assistantships; and the benefits offered to graduate students. President Hogan stated he was in favor of benchmarking our graduate programs and workloads with the top 20 schools nationally. Provost Nicholls stated that it is the case at many universities that full graduate assistantships are the norm and he would like to make that the default position here, though this would not be a blanket, inflexible policy.

5. Provost Nichols reported that in light of the current economic situation, the search for a new Vice Provost for Engagement has been placed on hold.
6. Senator Freake presented the report of the Senate Executive Committee.  
(Attachment #8)
7. Vice Provost Makowsky presented the Annual Report on Undergraduate Education and Instruction.  
(Attachment #9)
8. Senator von Munkwicz-Smith presented the report of the Nominating Committee  
(Attachment #10)
  - a. We move the following faculty deletion to the named standing committee:
    - Cyrus Ernesto Zirakzadeh from the Faculty Standards Committee
  - b. We move the following faculty and staff additions to the named committees:
    - Lysa Teal to the University Budget Committee as an ex-officio, non-voting representative of the Chief Financial Officer's Office.
    - Cyrus Ernesto Zirakzadeh to the Growth & Development Committee
  - c. We move the following student additions to the named committees:
    - Jared Ashmore, undergraduate student, to the University Budget Committee
    - Jeffrey Bernath, graduate student, to the University Budget Committee
    - Dipti Dedhia, undergraduate student, to the Curricula & Courses Committee
    - Andrew Elash, undergraduate student, to the Growth & Development Committee
    - Christopher Ferraro, undergraduate student, to the University Budget Committee
    - Robert Glover, graduate student, to the Faculty Standards Committee
    - Samuel Greenberg, undergraduate student, to the Scholastic Standards Committee and the Faculty Standards Committee
    - Wonchi Ju, undergraduate student, to the Enrollment Committee and the Faculty Standards Committee
    - Janna Mahfoud, graduate student, to the Scholastic Standards Committee
    - Timothy Morin, graduate student, to the Student Welfare Committee
    - Dante Paolino, undergraduate student, to the Courses & Curricula Committee

- Kristina Paul, graduate student, to the General Education Oversight Committee
- Matthew Staron, undergraduate student, to the Enrollment Committee
- Steven Vanderveer, graduate student, to the Growth & Development Committee

**The series of nominations were presented as one motion.**

**The motion carried.**

- d. For the information of the Senate, the Graduate Student Senate has named Shaznene Hussain and Timothy Morin to membership on the University Senate for a one-year term.
- e. For the information of the Senate, the Undergraduate Student Senate has named Matthew Burrill to membership on the University Senate for a one-year term.
9. Senator Smith reported on recent discussions of the University Budget Committee concerning budgetary reallocations and rescissions. Budget rescission scenarios were presented as examples of the difficulty of the task.
10. Senator Hiskes presented a motion from the Senate Executive Committee proposing the establishment of a new Senate standing committee on Diversity.

(Attachment #11)

Senator Zirakzadeh suggested membership on the committee should include a staff member. Senator von Hammerstein suggested more emphasis on international perspectives.

The motion was presented for the information of the Senate and will be voted on at the November meeting.

11. Senator Lillo-Martin presented a motion from the Scholastic Standards Committee proposing eligibility for part-time students to the Dean's List.

(Attachment #12)

The motion was presented for the information of the Senate and will be voted on at the November meeting.

12. Senator Darre presented the report of the Curriculum and Courses Committee.

(Attachment #13)

I. The Curricula and Courses Committee recommends approval of the following revisions to 1000 level courses.

A. Revise: EKIN 1160 Courses in Lifetime Sports Program to reflect change in AHS 1200

1. CURRENT CATALOG COPY

EKIN 1160. Courses in Lifetime Sports Program Either semester. One credit. Two periods/week. Open to all University students. This course may be repeated with change of activity and/or skill level. Not to exceed 2 credits towards graduation. Students in the Department of Kinesiology may take up to six different activities for six credits toward graduation. A variety of lifetime sports and skills are offered. The teaching of each activity will be geared to individual, dual, and team activities.

The Lifetime Sports Program (EKIN 1160) in the Neag school of Education,, Department of Kinesiology, accommodates students who have physical disabilities in the least restrictive environment possible. Participants requiring accommodations should contact the Program Coordinator at (860) 486-3623.

2. PROPOSED CATALOG COPY

(1160) Either semester. One credit. Open to all University students. This course may be repeated with change of activity and/or skill level; not to exceed 3 credits towards graduation of combined EKIN 1160 and AH 1200 credits. Students in the Department of Kinesiology, as part of their approved plan of study, may take up to six different activities for six credits towards graduation.

A variety of lifetime sports and skills are offered. The teaching of each activity will be geared to individual, dual, and team activities. Students who have physical disabilities in the least restrictive environment possible. Participants requiring accommodations should contact the Program Coordinator.

II. The curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses.

A. Add: AH 1200 Introduction to Martial Arts

AH 1200 Introduction to the Martial Arts

Either semester. One credit. This course may be repeated with a change of activity and/or skill level. Not to exceed 3 credits toward graduation of combined AH 1200 and EKIN 1160.

Introduction to the techniques and philosophies of traditional Martial Arts disciplines; Development of practical martial arts skills (varies by discipline), and building of a state of mind which permits the successful application of self-defense.

B. Add: AH 2000 Fundamentals of Allied Health Care.

AH 2000 Fundamentals of Allied Health Care

Either semester. Lecture. 3 credits

An introduction to the basics of the health care system and the role of Allied Health professionals within this system. Topics include ethical and legal responsibility, professionalism, communication, delivery systems, insurance and government providers; career exploration.

Open to sophomore and above students in Allied Health Sciences, Diagnostic Genetic Sciences, and Medical Technology; others by consent.

III. The curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level courses.

A. Drop: AH 105 (1205) Introduction to Karate. (Now a section under AH 1200)

B. Drop: AH 107 (1207) Introduction to Aikido. (Now a section under AH 1200)

C. Drop: ENGL 1401 Introduction to Literary Study

D. Drop: MCB 2211 Gene Expression effective May 09 (change in number to 3201)

IV. For the information of the Senate, the following course was approved as a special topics.

A. Add: ARE 4095 Special Topics

ARE 4095- Special Topics: Statistics for Management. Sec 1

V. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Content Area 2 – Social Science

A. SOCI 3823 The Sociology of Law: Global and Comparative

VI. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Content Area 4 – Diversity and Multiculturalism

A. SOCI 3823 The Sociology of Law: Global and Comparative

VII. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Writing Competency

A. ANTH 3150W Migration

VIII. For the information of the senate the following Gen Ed courses were approved for offering during intersession.

CA 1	HIST/ SCI 2206 [206]	History of Science
CA2	ECON 1201 [112]	Principles of Microeconomics

**The series of recommendations were presented as one motion.**

**The motion carried.**

For the information of the senate, the new Course Action Forms have been uploaded and are now available from the University Senate Curricula and Courses Committee web site. The Guidelines for Submitting Course Proposals has also been totally revised and will be made available on the same site.

13. The meeting was adjourned by Moderator Spiggle at 6:14 PM following a standing vote of the members present.

Respectfully submitted,

Robert F. Miller  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the October 13, 2008 meeting:

Cheryl Beck	Kathleen Holgerson	Thomas Recchio
Loftus Becker	R.J. Holzworth	Jeffrey Rummel
Pamela Bramble	Robert Hoskin	Carl Schaefer
Margaret Breen	Kristin Kelly	Corey Schmitt
Thomas Callahan	Michael Kerntke	Eric Schultz
Maureen Croteau	Michael Kurland	Richard Schwab
Gerald Engel	Joan Letendre	John Silander
M. Dolan Evanovich	Robert Ryan McHardy	Linda Strausbaugh
Brinley Franklin	Donna Munroe	Ronald Taylor
Richard Gray	Michael Neumann	Judith Thorpe
Ian Hart	Jeremy Paul	Jaci VanHeest

# University Senate

## *Operating Budget Presentation*



Prepared By  
Office of the Chief Financial Officer

October 13, 2008

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\*The following documents were used at the Board of Trustees meeting on June 24, 2008 and are available on the CFO's website at <http://www.cfo.uconn.edu/BOT/BOT.html>



University of Connecticut (Storrs & Regionals)  
Statement of Current Funds Budget Operations<sup>1</sup> and Variance Analysis  
FY08 (unaudited)  
(Dollars in Millions)

	Budget	Actual	Variance	% Change
<b>Current Funds Revenues:</b>				
Operating Fund				
State Support	\$325.3	\$328.2	\$2.9	
Tuition	191.1	190.0	(1.1)	
Fees	75.2	78.9	3.7	
Grants & Contracts	65.2	73.4	8.2	
Investment Income	11.1	9.9	(1.2)	
Sales & Service Education	14.9	15.2	0.3	
Auxiliary Enterprise Revenue	139.1	136.0	(3.1)	
Other Revenue	<u>9.8</u>	<u>10.8</u>	<u>1.0</u>	
Total Operating Fund	831.7	842.4	10.7	
Research Fund	<u>69.3</u>	<u>72.9</u>	<u>3.6</u>	
<b>Total Current Funds Revenues</b>	\$901.0	\$915.3	\$14.3	1.6%
<b>Current Funds Expenditures / Transfers:</b>				
Operating Fund				
Personal Services	\$380.2	\$385.7	\$5.5	
Fringe Benefits	132.8	134.2	1.4	
Other Expenses	160.4	143.5	(16.9)	
Energy	31.6	29.2	(2.4)	
Equipment	10.5	11.0	0.5	
Student Financial Aid	81.0	81.2	0.2	
Transfers	<u>37.5</u>	<u>43.5</u>	<u>6.0</u>	
Total Operating Fund	834.0	828.3	(5.7)	
Research Fund	<u>69.3</u>	<u>74.5</u>	<u>5.2</u>	
<b>Total Current Funds Expenditures / Transfers</b>	\$903.3	\$902.8	(\$0.5)	-0.1%
<b>Net Gain (Loss)<sup>2</sup></b>	<u>(\$2.3)</u>	<u>\$12.5</u>	<u>\$14.8</u>	
	<b>Operating</b>	<b>Research</b>	<b>Total</b>	
Unrestricted	\$11.5	(\$1.0)	<b>\$10.5</b>	
Restricted	<u>2.6</u>	<u>(0.6)</u>	<u>2.0</u>	
<b>Total</b>	<b>\$14.1</b>	<b>(\$1.6)</b>	<b>\$12.5</b>	

<sup>1</sup> The University prepares and presents its Operating Budget requests and annual Spending Plan in a current funds format. The current funds format shows gross student tuition and fees and does not net out scholarship allowances, as required in the financial statements which are prepared in the GASB Nos. 34/35 format. Scholarship allowances are shown as an expense item. In addition, the University's current funds format includes equipment purchases as an expense, does not include depreciation and does not include the State debt service commitment for interest.

<sup>2</sup> The University had a net gain of \$12.5 million for the fiscal year ended June 30, 2008, which was comprised of a \$10.5 million unrestricted net gain and a \$2.0 million restricted net gain. The unrestricted net gain included two year-end accounting closing entries: the classification of certain library disbursements as prepaid expenses rather than actual expenditures, and a significantly smaller year-end accounts payable accrual as compared to the prior year due to reduced purchasing commitments. It also consisted of \$1.0 million for the reserve repayment for the November 2001 drawdown of \$11.5 million for Towers Dining Center and the Student Union, \$1.96 million was unspent State appropriation funds for the Eminent Faculty program which will be carried forward to Fiscal Year 2009 for this program, \$2.4 million in Energy savings and \$1.9 million in Financial Aid due to additional State/Federal funds.

## University of Connecticut (Storrs & Regional Campuses)

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### Quarterly Overview of the Operating and Research Funds For the Twelve Months Ended June 30, 2008

#### **Results of Annual Operations**

The enclosed report comparing the Operating and Research Funds actual results to budget for the twelve month period ended June 30, 2008 reflects unaudited figures and is subject to additional year-end accounting and audit adjustments.

The University ended the year with an unrestricted Operating Budget gain of \$10.5 million (Operating Fund \$11.5 million and Research Fund (\$1.0) million) and a restricted gain of \$2.0 million (Operating Fund \$2.6 million and Research Fund (\$0.6) million). The Operating Fund unrestricted net gain of \$11.5 million was higher than anticipated due to two year-end accounting closing entries. One entry involved the classification of certain library disbursements as prepaid expenses rather than actual expenditures. The second entry resulted in a significantly smaller year-end accounts payable accrual as compared to the prior year due to reduced purchasing commitments in anticipation of statewide budget reductions and the Governor's directives.

The following items also contributed to the net gain: a budgeted \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for Towers Dining Center and the Student Union; \$1.96 million in unspent State appropriation funds for the Eminent Faculty program which will be carried forward to Fiscal Year 2009 for this program; \$2.4 million of energy savings; increased fee revenues of \$3.7 million; additional grants & contracts of \$8.2 million of which \$1.9 million was designated for financial aid; and other expenses were \$16.9 million less than expected primarily due to the two entries mentioned above. An analysis of the results of operations for various categories of accounts is presented below.

	<u>Operating Fund</u>	<u>Research Fund</u>	<u>Total</u>
Unrestricted	\$11.5	(\$1.0)	\$10.5
Restricted	<u>2.6</u>	<u>(0.6)</u>	<u>2.0</u>
Total	\$14.1	(\$1.6)	\$12.5

#### **Revenues – Operating Fund**

Total **Operating Fund** revenue collections for the Fiscal Year 2008 were \$842.4 million which represented 101.3% of the annual budget. A major source of revenue, **State Support** totaling \$328.2 million, consisted of a \$237.1 million appropriation and a fringe benefit allotment of \$91.1 million. State Support represented 39% of total Operating Fund receipts for the year. The net state support is a positive variance of \$2.9 million. This represents additional support to cover the third and final payment to retired employees for accrued sick and vacation time under the Early Retirement Incentive Program (ERIP) and additional funding for a seven year retroactive maintainers arbitration award in favor of the qualified craft workers.

**Tuition** collections were the second largest source of revenue, totaling \$190.0 million, which represented 22.6% of total Operating Fund receipts. Tuition receipts were 99.5% of the annual amount budgeted (\$191.1 million). Tuition revenue collections reflected a 5.6% rate increase coupled with a 0.8% increase in the number of undergraduate degree-seeking students who accounted for approximately 87% of budgeted tuition revenues. Total

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University enrollment was 0.7% (1.4% budgeted) greater and the increase in undergraduate enrollment was 0.3% (1.9% budgeted) which resulted in less tuition revenue than expected.

**Fee** revenue is comprised of course fees from summer session, part-time, and non-degree students as well as self-supporting programs (off campus MBA, EMBA, etc.). Also included in this category is the General University Fee, which primarily supports four Auxiliary Enterprise programs and various other fees such as the Infrastructure Maintenance Fee, Application Fees and Late Payment Fees. The Fee collections for the year were \$78.9 million or 104.9% of the amount budgeted. This was primarily attributed to higher enrollment (MBA, HS Co-op Courses), additional Summer Session (Law School) and Study Abroad revenue, and greater than budgeted application fee revenue.

**Auxiliary Enterprise Revenue** of \$136.0 million represented 97.8% of the annual budgeted amount. This category was under budget primarily due to lower than budgeted departmental receipts for Jorgensen Center for the Performing Arts and Dining Services & Residential Life. Auxiliary revenue consisted primarily of Room and Board Fees (\$100.0 million) and Athletic Department receipts (\$31.6 million).

The remaining revenue categories are (1) Grants and Contracts (non-research), (2) Investment Income, (3) Sales and Services of Educational Activities, and (4) Other Sources (primarily parking, transit fee, and rental income).

**Gifts, Grants and Contracts** revenue consists of restricted revenues from a granting agency or private donor and gifts transferred from the UConn Foundation. The Fiscal Year 2008 Gifts, Grants and Contracts revenue of \$73.4 million, which included \$21.8 million from the UConn Foundation, was 108.7% of the annual budget. Revenue exceeded the budget due to additional state and federal financial aid support as well as additional miscellaneous grants and contracts (i.e. Connecticut Education Network Advanced Services).

**Investment Income** was less than the budget for Fiscal Year 2008 with revenues of \$9.9 million. Interest rates in the State Treasurer's STIF dropped to 2.39% by the end of the fiscal year. The average interest rate for Fiscal Year 2008 was 4.0% compared to 5.4% for Fiscal Year 2007.

**Sales and Services of Educational Activities and Other Sources** revenue totaled \$26.0 million and exceeded the budget by \$1.3 million due to timing of receipts.

### **Revenues – Research Fund**

With respect to the Research Fund, the granting agency or donor restricts most of the revenues. Fiscal Year 2008 Research Fund revenues were only 1.5% greater than Fiscal Year 2007. Research Fund revenues were \$72.9 million and represented 105.2% of the amount budgeted. In Fiscal Year 2007, Research Fund revenues totaled \$71.8 million and represented 102.4% of the amount budgeted.

### **Expenditures – Operating Fund**

**Total Operating Fund** expenditures (excluding transfers) for Fiscal Year 2008 were \$828.3 million or 99.3% of the annual budgeted amount. Individual categories of expenditures as a percentage of the annual budget were as follows:

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Personal Services	101.4%
Fringe Benefits	101.0%
Other Expenses/Energy	91.1%
Equipment	104.6%
Student Aid	100.3%

**Personal Services/Fringe Benefits** were greater than budgeted for the Fiscal Year ended June 30, 2008. The total Operating Fund budget for personal services and fringe benefits was \$513.1 million. This category was more than budgeted by \$6.9 million for the fiscal year. The University was able to identify resources, including an additional \$1.0 million from the State, to fund a net increase of 30 full-time faculty (based on the IPEDS federal reporting standard). The hiring of the additional full-time faculty is part of the on-going effort to meet the course coverage demands of increased undergraduate enrollment. The student-to-faculty ratio has decreased from 17.3:1 in fall 2006 to 17.0:1 in fall 2007. This category was also affected by a seven year retroactive maintainers arbitration award in favor of the qualified craft workers.

**Other Expenses** (including energy costs) were under budget by \$19.3 million. Energy expenditures were under budget (\$2.4 million) primarily due to the negotiation of a favorable gas contract as well as lower rates in the statewide energy contract. Other Expenses (excluding energy costs) were under budget (\$16.9 million) primarily due to two year-end accounting closing entries as discussed above. One entry reclassified certain library disbursements as prepaid expenses rather than actual expenditures and the second entry resulted in a significantly smaller year-end accounts payable accrual as compared to the prior year due to reduced purchasing. In addition, at the beginning of May, the Provost requested the development of budget reduction scenarios. As a result, increased scrutiny was placed on purchases in various units and spending was curtailed. These actions also resulted in higher than expected departmental fund balances at year end.

**Equipment** expenditures of \$11.0 million were 104.6% of the amount budgeted and represented 1.3% of the operating expenditures. During the fall semester, the Provost invited proposals for research equipment that would significantly enhance the research capabilities of the University and enhance the Academic Plan. Of the 31 proposals received, six outstanding proposals were selected. Awards totaling \$2.0 million were given for major equipment purchases. Therefore, although equipment expenditures were over budget by \$0.5 million, it was not as much as anticipated.

**Student Financial Aid** expenditures were \$81.2 million for the fiscal year which was 100.3% of the amount budgeted. The University received additional state/federal funding in the amount of \$1.9 million. This allowed the University to reduce the amount of tuition funds budgeted for financial aid. The tuition funded need-based financial aid as a percent of net tuition revenue was 16.7%.

### **Expenditures - Operating Fund Transfers**

The **Transfers** line reflects transfers to Plant Funds for various building improvements, code related corrective action and bond and installment loan payments, as well as payments for the capital lease for the Cogeneration plant. Transfers were over budget by \$6.0 million due to transfers for code related corrective action, the Department of Dining Services transferred

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more funds for planned repairs and renovations to dining facilities, and the University paid off two small high interest loans.

### **Expenditures - Research Fund**

**Research Fund** expenditures and transfers totaled \$74.5 million and represented 107.5% of the budgeted amount. Fiscal Year 2008 expenditures were 7.7% more than Fiscal Year 2007. In Fiscal Year 2008, \$3.5 million was transferred from the Research Fund to provide funding for faculty start-up equipment, building renovations necessary to seek the certification of the national accrediting body (AAALAC) for our laboratory animal care, and support for graduate assistant stipend increases.

### **Enrollment**

Total University enrollment for fall 2007 (excluding the Health Center) was up 0.7% from fall 2006. First semester freshmen enrollment was down 1.3% from fall 2006; however, total undergraduate enrollment (degree and non-degree) was up 0.3%. The current year budget was based on a projected 1.4% increase in total University enrollment and a projected 1.9% increase in undergraduate enrollment.

### **Cash Balance**

The June 30, 2008 current funds cash balance was \$113.1 million, \$1.3 million more than June 30, 2007 which was \$111.8 million. The current funds cash balance reflected the collection of 101.6% of budgeted revenue while total expenditures and transfers were 99.9% of budget.

### **Fund Balance**

The University has a combined net gain of \$12.5 million for the fiscal year ended June 30, 2008, which is comprised of a \$10.5 million unrestricted net gain and a \$2.0 million restricted net gain. This results in a Current Funds Unrestricted Fund Balance of \$64.7 million (Operating Fund-\$46.5 million; Research Fund-\$18.2 million). As noted above, the University could not completely expend the appropriated funding for the Eminent Faculty program. The \$1.96 million in unspent funds was carried forward to Fiscal Year 2009 and was designated for this program. This resulted in a temporary increase in the University's current funds unrestricted fund balance at year end. Excluding this one-time carry forward funding, the Unrestricted Fund Balance represents 7.8% of the FY08 unrestricted budget (\$802.3 million) or, alternatively stated, 28.5 days' worth of operations.

In accordance with standard University procedures, centrally funded unrestricted fund balances are carried forward in departmental accounts and are available for expenditure in the current and future fiscal years. As noted above, in anticipation of statewide budget reductions and the Governor's directives, departmental fund balances were greater than Fiscal Year 2007. The \$64.7 million fund balance represents the funds and inventory remaining in these accounts: the Research Fund (designated for research); the Auxiliary Operations (residential, dining, health, student activities and recreational services); and Departmental Generated (self-supporting fee-based instructional programs such as Continuing Studies and MBA).

The fund balances, while not all technically encumbered, are committed in a more generic sense. First of all, funds may be held in a departmental account in anticipation of expenditure, such as start-up costs for a new researcher or additional resources for the 27<sup>th</sup>

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pay period in Fiscal Year 2012. Second, under the provisions of UCONN 2000, the University is required to maintain a Renewal and Replacement Fund to keep projects in sound operating condition; the fund balance serves this purpose under the Master Indenture. Third, these amounts include inventory.

The fund balance is our operating capital and reserve for programs and activities that generate revenue and are not supported by state appropriation or tuition funds. We borrow from the fund balance to pay our bills when necessary. For example, in Fiscal Year 2004, the University did not receive \$13.4 million in state fringe benefit support until June—the very end of the fiscal year. In Fiscal Year 2005, the first quarter allotment of our entire appropriation did not arrive until September 28th—two days before the close of the fiscal quarter. Another example: the state generally informs us of changes in fringe benefit rates after the fiscal year has started, and frequently the increases have a significant fiscal impact. The fund balance allows us to manage these dislocations without disrupting the University's operations.

At year end, when funds are available, we also set aside dollars in accounts for planned one-time expenditures, mostly capital. These accounts comprise our plant funds. A good example of this is the \$10 million we set aside for our technology infrastructure upgrade plan. Plant Funds also include specific repair projects and furniture/equipment replacement for Residential Life/Dining Services.

The total unrestricted net assets of \$135.8 million are made up of the \$64.7 million current funds balance, \$35.0 million in unexpended Plant Funds, and \$36.1 million in funds that are Internally Restricted for the Retirement of Indebtedness. The University has traditionally been very conservative with regard to savings for debt obligations, maintaining funds at a level of approximately 1.7 times our annual debt payments. We believe that this policy has served us well as the University's bond rating has remained consistently strong.

The Plant Funds balance includes cash resources for projects for Auxiliary Enterprise operations such as Residential Life, Dining Services, Student Health Services, Student Union and Athletics. The \$35 million in Plant Funds includes \$15 million in FY 2007 recoveries from construction contractors. The recovered funds were used to replenish accounts for projects that were put on hold during the code correction activity at certain residential complexes. The Plant Funds also reflect remaining balances for Board-approved projects (like dormitory window replacements) and unforeseen expenditures (like the Stamford Campus carpet replacement). The University has a policy that a departmentally funded construction project does not begin unless the funding has been identified and transferred to Plant Funds. For Residential Life and Dining Services, the window of opportunity to actually complete many repairs and renovations is limited as some projects cannot be done while students are occupying the buildings, so the actual spending of the cash is a timing issue. Note that two of the window replacement projects totaling \$5.2 million have a combined cash balance of \$3.3 million remaining in Plant Funds at June 30, 2008. Completion by fall 2008 will allow these balances to be expended which will reduce the total Plant Funds balance accordingly.





University of Connecticut  
*Office of the Vice President and  
 Chief Financial Officer*

September 23, 2008

TO: Members of the Board of Trustees

FROM: Richard D. Gray  
 Vice President and Chief Financial Officer

BAD  
 Bruce A. DeTora  
 Chief Financial Officer

RE: Revised Spending Plan for Fiscal Year 2009 for the  
 University of Connecticut, Storrs & Regional Campuses

**RECOMMENDATION:**

That the Board of Trustees approve the Revised Spending Plan for Fiscal Year 2009 of \$938.3 million for the University of Connecticut, Storrs and Regional Campuses.

**BACKGROUND:**

Subsequent to the approval of the FY 2009 Spending Plan on June 24, 2008, changes in the financial environment have taken place, which necessitate revisions to the Spending Plan for FY 2009. On June 24, 2008, the Governor issued a directive which reduced the FY 2009 State appropriation allotment by \$6.74 million or 3%; associated fringe benefit support was also reduced by \$2.7 million for a total of \$9.4 million. Given this rescission and the reduction in collective bargaining support from the State's Reserve for Salary Adjustment account, the President requested plans to accommodate a 3.5% reduction of the permanent University-supported budget for every University unit; only energy, financial aid and collective bargaining pools were exempt. The reduction plans have been reviewed to ensure that the University's highest priorities (broadly stated: health, safety and course coverage) are protected.

The updated Fiscal Year 2009 Spending Plan reflects the State rescission, the reduction to the Reserve for Salary Adjustment account and the implementation of the savings plans for units. The plan includes \$939.3 million of revenue, including State funding of \$239.2 (excluding fringe benefits), to cover \$938.3 million in expenses, yielding a \$1.0 million net gain. The Spending Plan has also been updated with final State fringe benefit rates. In addition, due to the freshman enrollment increase, revenues have been adjusted as well as expenditures to allow for additional financial aid and course coverage/extra sections. This net gain includes a \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union.

Please see the attached schedule for detailed information.

*An Equal Opportunity Employer*

352 Mansfield Road Unit 2122  
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**University of Connecticut (Storrs & Regional Campuses)**  
**Office of the Chief Financial Officer**  
**State Rescission & 3.5% Savings Target Reconciliation**

State Support (6/24/08)		<b><u>Rescissions</u></b>
State Appropriation (excludes RSA)	\$229,416,160 *	(\$6,737,229)
Fringe Benefits (estimated)**		<u>(2,694,892)</u>
Subtotal 3% State Rescission		<b>(\$9,432,121)</b>
RSA		\$18,423,574
RSA Fringe Benefits (estimated)**		<u>(766,884)</u>
Subtotal Reserve for Salary Account Reduction		<b>(\$2,713,784)</b>
Total State Appropriation (6/24/08)	\$247,839,734	
<b>Estimated Total State Reductions</b>		<b>(\$12,145,905)</b>
University Supported Permanent Budget (excludes: financial aid, energy, collective bargaining pools & library acquisitions)		
	\$460,311,364	
	x 3.5%	
University 3.5% Savings Target	\$16,110,898	
University 0.5% Reallocation Return	<u>(2,301,557)</u>	
Subtotal	\$13,809,341	
3% State Appropriation Rescission (including fringe benefits)	<b>(9,432,121)</b>	
Reserve for Salary Account (RSA) Reduction (including fringe benefits)	<b><u>(2,713,784)</u></b>	
<b>Contingency balance for further rescissions</b>	<b>\$1,663,436</b>	

\* Appropriations of \$4,741,885 for the Tuition Freeze and \$100,000 for the Veterinary Diagnostic Laboratory were excluded from the rescissions.

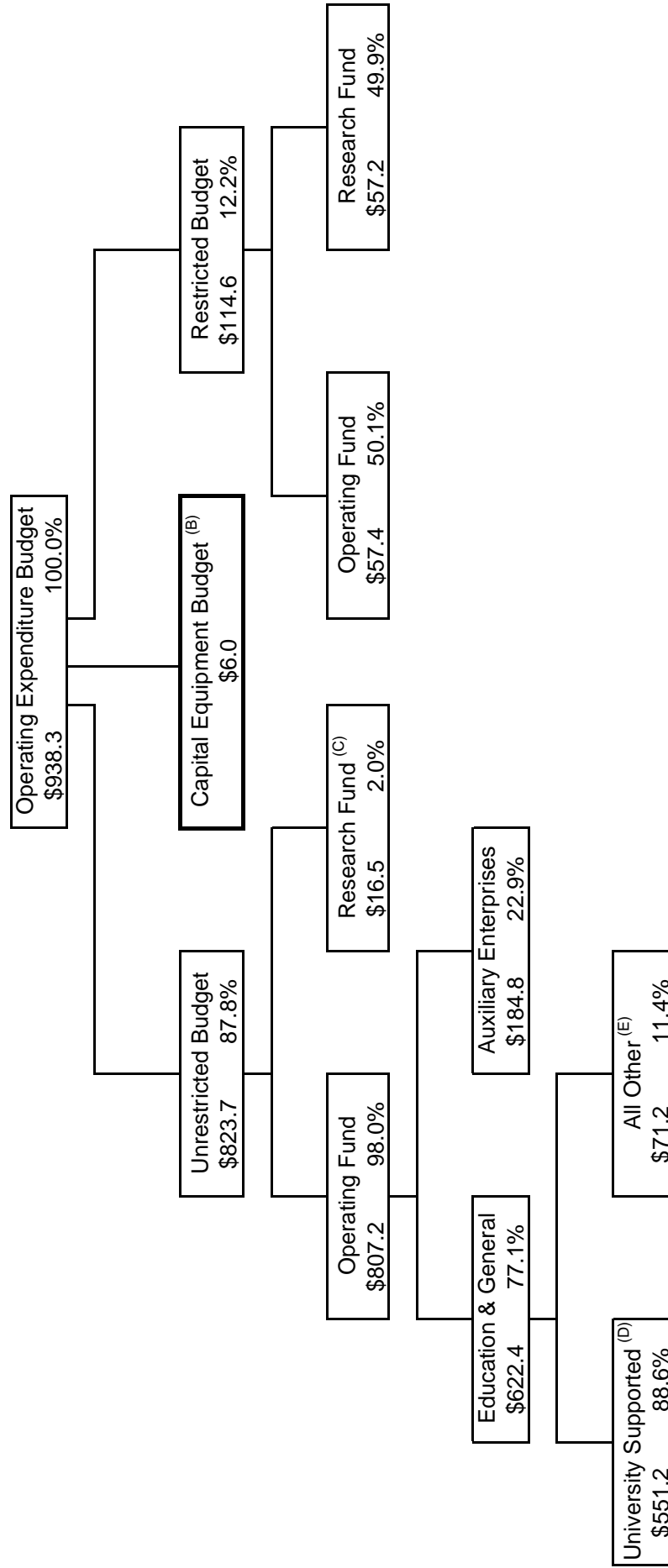
\*\*Fringe Benefit amounts are estimated. Actual amounts will not be known until the end of the year.



# University of Connecticut (Storrs & Regional Campuses)

## Total Operating Expenditure Budget (in millions) <sup>(A)</sup> - % by Categories

### Revised FY 2009



<sup>(A)</sup> Includes transfers for Debt Service and construction projects.

<sup>(B)</sup> The Capital Equipment Budget, funded by UCONN 2000, is shown for illustrative purposes only and is not included in the Operating Expenditure Budget figures.

<sup>(C)</sup> This amount represents grant indirects (F&A) funding only. Sponsored grants are reflected in the restricted portion of the budget.

<sup>(D)</sup> Primary revenue sources are the State Appropriation and tuition receipts.

<sup>(E)</sup> Primarily E&G Enterprise activities (e.g., Continuing Studies, MBA, etc...).

# University of Connecticut (Storrs & Regional Campuses)

## Revised Financial Assumptions Related to Development of Current Funds Budget

<b>Fiscal Year 2009</b>	
Annual % Change	
National Inflation	2.3%
Budget Inflation	
E & G University Supported Accounts	0.0%
Energy - Revised	12.9%
Fringe Benefits - Revised	-1.4%
Undergraduate In-State Rate Adjustments	
Tuition	5.63%
General University Fee	5.08%
Room Fee	8.34%
Board Fee	6.31%
<b>Total Undergraduate Student Cost-% Change</b>	<b>6.44%</b>

<b>Fiscal Year 2009</b>	
Financial Aid (In Millions) - Revised	
Need Based	
Grants	\$60.1
Student Labor	<u>8.7</u>
Total Need Based	\$68.8
Scholarships	
University <sup>(A)</sup>	\$28.8
Non-University Scholarships <sup>(B)</sup>	5.5
Other Student Labor	7.6
Loans	134.8
Tuition Waivers	<u>44.3</u>
<b>Total</b>	<b>\$289.8</b>

Tuition Funded Need Based % / Amount <sup>(C)</sup> 17.5% \$35.7

<b>Fiscal Year 2009</b>		
	Amount	% Change
Enrollment Changes - Actual		
Total Enrollment (All Campuses ex UCHC)	28,880	2.4%
Freshmen	4,858	12.3%
Total Undergraduate	21,372	2.5%
Graduate	6,583	2.5%
Professional (Law & PharmD)	925	0.7%
State Support (In Millions)* - Revised	\$239.2	2.4%

\*excludes fringe benefits, reflects 3% state rescission and reduction in Reserve for Salary Account funds

Total Operating Budget (In Millions) - Revised		
Revenues	\$939.3	2.6%
Expenditures / Transfers	<u>\$938.3</u>	3.9%
<b>Net Gain (Loss)</b>	<b>\$1.0</b>	

<sup>(A)</sup> Scholarships administered by the University from various sources including the UConn Foundation.

<sup>(B)</sup> Scholarships received directly by students from various sources outside the University.

# University of Connecticut (Storrs & Regional Campuses)

## Revised Current Funds Budget (9/23/08)

### FY 2009

	TOTAL	E & G	AUXILIARY	UNRESTRICTED	RESTRICTED
<b>Revenues</b>					
<b>Operating Fund</b>					
State Support					
State Appropriation/Allotment	\$ 239,155,605	\$ 239,155,605	\$	\$ 239,155,605	\$
Fringe Benefits	89,742,687	89,742,687		89,742,687	
Total State Support	328,898,292	328,898,292		328,898,292	
Student Tuition & Fees-Gross	331,039,327	299,381,740	31,657,587	331,039,327	
Tuition Waiver Discounts	(44,270,231)	(44,270,231)		(44,270,231)	
Net Student Tuition & Fees	286,769,096	255,111,509	31,657,587	286,769,096	
Grants & Contracts	48,093,156	47,533,277	559,879	2,150,000	45,943,156
Private Gifts & Grants	28,000,000	15,786,000	12,214,000	17,200,000	10,800,000
Investment Income	5,382,645	5,382,645		4,688,300	694,345
Sales/Services of Educational Depts	16,883,666	16,883,666		16,883,666	
Sales/Services Auxiliary Enterprises	140,391,547		140,391,547	140,391,547	
Other Revenue	11,246,095	11,246,095		11,246,095	
<b>Total Operating Fund</b>	\$ 865,664,497	\$ 680,841,484	\$ 184,823,013	\$ 808,226,996	\$ 57,437,501
<b>Research Fund</b>					
Research Grants and Contracts	73,686,597	73,686,597		16,493,750	57,192,847
<b>Total Revenues</b>	\$ 939,351,094	\$ 754,528,081	\$ 184,823,013	\$ 824,720,746	\$ 114,630,348
<b>Expenditures/Transfers</b>					
<b>Education and General (E&amp;G):</b>					
Instruction	\$ 284,019,989	\$ 284,019,989		\$ 278,553,706	\$ 5,466,284
Research	64,100,221	64,100,221		5,779,123	58,321,098
Public Service	35,729,706	35,729,706		22,538,578	13,191,128
Academic Support	68,931,244	68,931,244		67,037,821	1,893,423
Library	23,778,600	23,778,600		23,694,402	84,198
Student Services	36,650,373	36,650,373		35,252,647	1,397,726
Institutional Support	75,723,879	75,723,879		75,706,505	17,374
Physical Plant	69,349,470	69,349,470		69,349,470	
Student Aid	82,022,417	82,022,417		47,763,300	34,259,117
<b>Sub-Total Education and General</b>	740,305,900	740,305,900		625,675,552	114,630,348
<b>E &amp; G Transfers / Debt Retirement</b>	13,212,181	13,212,181		13,212,181	
<b>Total Education and General</b>	\$ 753,518,081	\$ 753,518,081		\$ 638,887,733	\$ 114,630,348
<b>Auxiliary Enterprises</b>					
Expenditures	157,762,158		157,762,158	157,762,158	
Mandatory Transfers for Debt Retirement	12,969,873		12,969,873	12,969,873	
<b>Auxiliary Expend. / Mandatory Trans</b>	\$ 170,732,031	\$	\$ 170,732,031	\$ 170,732,031	
Non-Mandatory Transfers	14,090,982		14,090,982	14,090,982	
<b>Total Auxiliary Enterprises</b>	\$ 184,823,013	\$	\$ 184,823,013	\$ 184,823,013	
<b>Total Expenditures/Transfers</b>	\$ 938,341,094	\$ 753,518,081	\$ 184,823,013	\$ 823,710,746	\$ 114,630,348
<b>Net Gain (Loss) *</b>	\$ 1,010,000	\$ 1,010,000	\$ 0	\$ 1,010,000	\$ 0

\* The net gain includes a \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union.

# University of Connecticut (Storrs & Regional Campuses)

## Current Funds - Actual, Forecast and Proposed

### Fiscal Years Ended June 30, 2006-2009

<b>Revenues:</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Revised 9/3/08</b>	<b>Change</b>	<b>%</b>
	<b><u>FY 2006</u></b>	<b><u>FY 2007</u></b>	<b><u>FY 2008</u></b> (unaudited)	<b><u>FY 2009</u></b>		
Operating Fund						
State Support	\$285.7	\$305.9	\$328.2	\$328.9	\$0.7	0.2%
Tuition (Net of Discounts)	166.6	177.8	190.0	204.2	14.2	7.5%
Fees	70.1	74.6	78.9	82.6	3.7	4.7%
Auxiliary Enterprise Revenue	121.4	130.0	136.0	140.4	4.4	3.2%
All Other Revenues	<u>92.3</u>	<u>102.2</u>	<u>109.3</u>	<u>109.6</u>	<u>0.3</u>	0.3%
Total Operating Fund	\$736.1	\$790.5	\$842.4	\$865.7	\$23.3	2.8%
Research Fund	<u>70.0</u>	<u>71.8</u>	<u>72.9</u>	<u>73.7</u>	<u>0.8</u>	1.1%
<b>Total Revenues</b>	<b>\$806.1</b>	<b>\$862.3</b>	<b>\$915.3</b>	<b>\$939.4</b>	<b>\$24.1</b>	<b>2.6%</b>
<b>Expenditures / Transfers:</b>						
Operating Fund						
Personal Services	\$344.2	\$358.8	\$385.7	\$403.5	\$17.8	4.6%
Fringe Benefits	109.8	122.2	134.2	140.3	6.1	4.5%
Other Expenses	168.1	173.7	172.7	178.1	5.4	3.1%
Equipment	14.8	10.9	11.0	12.0	1.0	9.1%
Student Financial Aid	67.3	76.7	81.2	90.5	9.3	11.5%
Transfers	<u>35.3</u>	<u>41.5</u>	<u>43.5</u>	<u>40.3</u>	<u>(3.2)</u>	-7.4%
Total Operating Fund	\$739.5	\$783.8	\$828.3	\$864.7	\$36.4	4.4%
Research Fund Expenditures	<u>67.5</u>	<u>69.2</u>	<u>74.5</u>	<u>73.7</u>	<u>(0.8)</u>	-1.1%
<b>Total Expenditures / Transfers</b>	<b>\$807.0</b>	<b>\$853.0</b>	<b>\$902.8</b>	<b>\$938.4</b>	<b>\$35.6</b>	<b>3.9%</b>
<b>Net Gain (Loss)</b>	<b><u>(\$0.9)</u></b>	<b><u>\$9.3</u></b>	<b><u>\$12.5</u></b>	<b><u>\$1.0</u></b>		

## Highlights Fiscal Year 2009 University Spending Plan

### BUDGET PROCESS

For even-numbered fiscal years, the University prepares a single fiscal year spending plan; for odd-numbered years, the University also prepares a “current services” budget for the upcoming biennium for submission to the Office of Policy and Management (the Governor’s budget agency), as well as to the State Department of Higher Education. (“Current services” refers to the cost of continuing current programs and services, updated for inflation. The “current services” budget forms the basis of the Governor’s recommendations to the legislature.) The June 24 budget workshop will focus on the spending plan for Fiscal Year 2009, but the Board will also be asked to act on the biennial “current services” request for Fiscal Years 2010 and 2011. The tuition and fee charges for Fiscal Year 2009 were set in November 2006 by the Board. The proposed charge structure for the coming biennium will be presented to the Board at the November 18, 2008 meeting.

### BUDGET GOALS

For the past couple of years the University has been shifting into a minimal growth mode with respect to enrollment at Storrs. Our budget goals at Storrs have changed with the changing times, from managing dramatic growth to growing quality. However, the current state of the economy is such that UConn’s excellent value may be affecting the marketplace more than expected, as evidenced by increases not just in applications, but in paid deposits. It appears that the UConn equation (quality + price = value) is driving demand among talented students as never before. As a result, although we had originally planned only a very small increase in the Storrs freshman class for Fall 08, we have made the conscious decision to increase the class size to approximately 325 more students than in last year’s class. This decision to offer the Storrs opportunity to more students will have an effect on this year’s budget. For Fiscal Year 2009, faculty hiring (which translates into course coverage, improved student faculty ratio and research productivity) remains the focal point in the proposed spending plan for the Storrs-based program.

At the Health Center, our immediate goal, simply put, is fiscal survival. For a second year, we have had to ask the state for deficit assistance, and the extremely constrained financial environment remains the overarching reality. The structural problems at the hospital will persist until a structural solution is found. Expense reduction efforts have intensified, with a focus on PricewaterhouseCoopers recommendations, and the budget under development includes very limited investment, largely restricted to revenue-generating

services. As of this writing, it appeared likely that a full Health Center budget would not be ready in time for mailing with the workshop materials. On June 2, the Finance Subcommittee of the Health Center Board of Directors reviewed a proposed FY 09 budget and asked for major revisions. As a result, the June 9 meeting of the Board of Directors did not include the operating budget as an action item. A meeting of the Finance Subcommittee has been tentatively scheduled for June 19. While the goal is to have a budget adopted by the Board of Directors in time for a Trustee discussion on June 24, this material does not include detail on the Health Center spending plan for FY 09.

## THE STATE BUDGET

Because the legislature this year decided to leave the FY 08 and 09 budget untouched, the state's appropriation reflects the fiscal environment of one year ago. There is, as a result, a significant disconnect between the state budget for FY 09 as adopted and the reality of today's FY 09 revenue outlook. We do not know what the next few months may bring in terms of Executive Branch budget adjustments. In the meantime, the state's appropriated budget support for the University is as follows.

The effect of the General Assembly's decision not to pursue a revised FY 09 state budget is that the original FY 09 budget—the second year of the biennial budget enacted last year—remains intact. This leaves Storrs with a FY 09 appropriation of \$229,416,160 and the Health Center with \$101,963,598. These amounts represent a stable current services budget level for the Storrs-based program and the academic program at the Health Center. The Health Center appropriation includes the second, and final, piece of the funding for the Academic Gap. (The \$20 million gap was closed with \$13.5 million in FY 08 and \$6.5 million in FY 09.) In addition, the FY 09 appropriation to the State Comptroller includes the authorization for her to pay up to \$3.6 million in fringe benefit costs for John Dempsey Hospital employees. This is the first time the state has provided any funds to support fringe benefit costs at John Dempsey Hospital; the \$3.6 million represents approximately one-third of John Dempsey Hospital's total fringe benefit differential. The fringe benefit differential is the estimated annual dollar value difference between the John Dempsey Hospital fringe rate and the Connecticut Hospital Association member average.

From the Storrs perspective, the biggest disappointment is that the \$1 million approved by the Appropriations Committee for new faculty will now not materialize. However, the \$1 million in FY 08 faculty hiring funding is rolled forward into the FY 09 appropriation (in other words, state support for that hiring cohort continues), and the Eminent Faculty Program and the Center for Entrepreneurship remain funded at \$2 million each for FY 09.

In special session, in the early hours of June 12, the General Assembly enacted a deficiency bill containing \$21.9 million to address the Health Center's FY 08

shortfall. (Deficiency bills are the state's mechanism to address shortfalls in current year agency budgets.) At present, we project a year-end deficit of approximately \$22 million, more than \$20 million of which is attributable to the hospital. (The final number will not be available until we have completed FY 08 closeout.) We are in an extremely tight cash position at the Health Center, and the General Assembly's action was critical to our financial viability. We are hopeful that the Governor will sign the bill soon. In an unusual procedural twist, the Department of Correction deficiency (which includes \$6.5 million slated for "inmate medical services" provided by the Health Center's Correctional Managed Health Care program) was addressed through the Finance Advisory Committee process. Procedural abnormalities aside, the bottom line is that we have been assured that funding is now available to cover current year needs. The \$6.5 million shortfall was driven in part by the big increase in the inmate population last summer and fall, but the funding was also intended to meet the actual cost of inmate services at John Dempsey Hospital.

One proposal that saw favorable action during the regular legislative session is the bill endorsing the work of the Connecticut Academy of Science and Engineering (CASE) concerning the future of the Health Center's academic/research enterprise and the John Dempsey Hospital. The bill sets out a process and a timetable for the development of a plan to ensure that the Health Center "flourish as a comprehensive academic health center of excellence" (to quote CASE) and assigns to CASE responsibility for 1) monitoring the process of regional deliberations on possible collaboration and 2) reporting to the General Assembly in preparation for the coming legislative session.

Fringe benefit support from the state for Storrs is estimated at \$95.7 million for FY 09. The state share of the Storrs-based operating budget, which stood at 50% in FY 91 and 35.4% in FY 06, is projected to be 36% for FY 09.

### SPENDING REDUCTIONS AND CONTROLS

State tax receipts have plummeted, and a state budget that started the current (FY 08) year in surplus has ended in deficit. In the course of the last few weeks, Governor Rell has issued a number of directives to reduce state spending as an immediate response to revised revenue projections. The University has instituted, for both the Storrs-based program and the Health Center, new review and approval procedures in keeping with the Governor's specifications. This includes serious constraints on the hiring of personnel, now limited to essential University operations: health and safety, and our top instructional priority: course coverage.

We continue to seek efficiencies where possible, both immediate and long-term. At Storrs, the most significant undertaking remains in the area of energy efficiency, with the new cogeneration plant as the foundation, but also with a greater focus on taking advantage of the opportunity for savings in the renovation

of older buildings. UCONN 2000 (augmented by auxiliary funds for projects like dormitory window replacement) is making a significant contribution to conservation efforts, and the FY 09 capital budget has more renovation and deferred maintenance projects than originally contemplated.

At the Health Center, approximately \$78 million in operational efficiencies were achieved from FY 00 through FY 08. The “value analysis” project, a systematic look at ways to reduce costs and enhance operations, continues to produce savings in such areas as product standardization and scheduling improvements. The current year PricewaterhouseCoopers engagement is also producing efficiencies, most immediately in revenue cycle and supply chain improvements. As with the other campuses, the Health Center is benefiting from UCONN 2000 in energy conservation efforts. Two major deferred maintenance projects (cooling coil and heating coil) are converting the original electric heat system to more energy efficient steam and hot water systems. The main cooling tower replacement is complete, and we continue to replace boilers and chillers with up-to-date energy efficient equipment.

### BUDGET PLAN AND PRIORITIES

By way of background, although we have not yet completed year-end closeout, our very preliminary estimates indicate that the Storrs-based program is forecasted to close FY 08 with a net gain of \$6.5 million. \$1.0 million of the net gain represents a reserve repayment for the November 2001 drawdown of \$11.5 million for Towers Dining Center and the Student Union. \$2 million of the net gain represents unspent state appropriation funds for the Eminent Faculty program. (You will recall that the legislation creating the program requires a private industry match, and the program needed lead time for recruitment.) The unspent funds will carry forward to Fiscal Year 2009 and be designated for this program’s support. In addition, we forecast savings in University funds in the energy account (\$2.6 million) and in Financial Aid (\$1.9 million replaced by additional state/federal funds).

This proposed spending plan for FY 09 projects a \$0.9 million net loss for the Storrs-based program. (This is because expenditures for the Eminent Faculty program are budgeted in FY 09 but will be funded by carry-forward funds.) FY 08 and FY 09 budget totals are displayed below. (Percentages represent increases over the prior year.)

	<u>FY 08</u>	<u>FY 09</u>
Storrs-based	\$ 901.1 million (5.6%)	\$954.2 million (5.9%)

(Please note: detailed charts for the current funds budgets, and their revenue/expenditure components, are found in Tab 4 and 5 of the budget materials.)



This budget reflects the following:

- The state appropriation and estimates of state fringe benefit support
- Efficiencies, cost-reductions and reallocations rolled out permanently into the base budget
- Revenue enhancement/implementation of charges previously approved by the Board
- Expenditures for quality: the faculty hiring plan, course coverage and an enriched educational experience
- Expenditures for equity: increased financial aid

### STORRS AND THE REGIONAL CAMPUSES

Our strategic budgetary focus remains the faculty hiring plan, which is the key to realizing the Academic Plan's three interrelated objectives: improving undergraduate instruction, growing research productivity and enhancing the University's reputation as a center for scholarly endeavor. The University's plan to increase full-time faculty is designed to: enhance the quality of the student experience, further the state's economic growth through research and workforce development, solidify the University's growing national reputation, and maximize the investment of parents and all taxpayers by ensuring that students can graduate in four years.

In FY 06, we began the academic year with 51 net new faculty members. In FY 07, we added 13 faculty to that number. Starting in FY 08, the effort to recruit more faculty was organized into a comprehensive five-year plan. The plan provides for hires in areas that respond to student demand, offer greatest research opportunity and tie to the state's economic development. Many of the initial positions are in the fields of the state's workforce needs, namely science, technology and financial services. The faculty hiring plan has as its five year goal the addition of 175 net new faculty active in both instruction and research by FY 12. Although we had sought state support for the effort in past years, until FY 08 our additional hiring was funded through reallocation of resources.

In FY 08, \$2 million in reallocated funds were significantly enhanced with an important infusion of \$1 million in new, targeted state aid for the hiring of additional faculty. (The biennial budget includes \$1 million— not additive— for FY 09 as well.) The funding of the FY 08 component of the plan resulted in a net increase of 30 faculty members.

The FY 09 phase of the plan, all funded through reallocation, will support yet another addition of 30 faculty. Ten of these faculty are in high priority workforce development areas and include Engineering, Biological Sciences, Chemistry, and Nursing. Three hires will be in the School of Business and three will be involved in Urban Education and teacher preparation in the Neag School of Education.

Two new hires will augment our environmental focus: one in atmospheric studies and one in GIS/conservation. Additionally, 12 faculty hires will meet the educational needs of Undergraduate Education, Humanities and Social Sciences.

This fall will see not just new faculty, but also new academic leadership. Last year brought us four new deans, and FY 09 does the same— this time, in Social Work, Liberal Arts and Sciences, Agriculture and Natural Resources and the School of Medicine.

### Revenue

The University relies heavily on its non-state revenue streams for fiscal stability, particularly in times when the state budget is under stress. These sources include tuition/room/board/fees at Storrs and the regional campuses, as well as private support and research funding.

The proposed budget incorporates the implementation of increases approved in November 2006 for tuition, room, board and fees. Detailed breakouts are in Tab 5 of these materials. Please note that for an in-state student, tuition covers only about one-third of the cost of academic services; all charges combined (tuition, room, board and fees) cover only one-half of total costs.

For FY 09 the total in-state undergraduate charge will be \$18,638, an annualized increase of 6.44% over FY 08. Out-of-state undergraduate charges would rise at approximately the same percentages, for a total charge of \$33,350 in FY 09. As described below, additional financial aid is budgeted to offset the impact of increased charges on financially needy students and families. The unexpected increase in the number of deposits from accepted students this year is another indication that UConn remains a tremendous value in comparison to our competitors—but it is a value only if the high quality of education remains high.

Tuition revenue growth—the combined effect of enrollment and tuition charges—is projected at 6.7% for FY 09 over FY 08. (Please see Tab 5 Current Funds chart.) Changes in room and board (in Auxiliary Enterprises) and fees drive an increase of 4.8% for FY 09 over FY 08 revenue. Please note that growth in these revenue streams is now mostly a function of rate changes. Another major source of revenue for FY 09 is state support of \$343.5 million (a 5.6% increase over FY 08).

### Expenditure Highlights

- Current Services Needs

This budget respects the constraints of the current economic environment. The lion's share of the increase in the budget is to support inflationary growth

in ongoing activity: collective bargaining increases, fringe benefit costs, utility demands, and service and commodities contracts. The two areas of expansion that serve as the exceptions to this general rule are undergraduate education and financial aid, described below.

- Undergraduate Education Enrichment

If we are to continue expanding the ranks of highly talented students, we must enrich the educational experience. In FY 09, the budget devotes an additional \$255,000 to the expansion of the Honors Program, \$100,000 to enhance Living & Learning communities, and \$250,000 to support engagement with the Study Abroad program. In addition, we are working to expand opportunities for service learning and research experiences with faculty.

- Undergraduate Course Offerings

One measure of the enrollment surge is the increase in undergraduate credit hours, which jumped from 360,191 hours in FY 96 (Fall of 1995) to 564,086 in FY 08 (Fall of 2007). This is a 57% increase over that period at all campuses and 55% at the Storrs campus alone. We have tried to respond to demand with a flexible mix of instructional capacity, including full-time faculty, in-residence faculty (3 year appointments) and adjunct faculty. This flexibility has been an essential element in managing instructional demand because of shifts in student course-taking behavior by content area, as well as financial realities. We had thought we were reaching a point of equilibrium, but now, for FY 09, we are faced with the potential need to provide additional course coverage to meet the needs of a Storrs freshman class with approximately 325 more students than last year. This may require a commitment of \$0.6 million in additional course coverage/extra sections. From FY 00 to FY 08, the University has devoted \$9.6 million in new dollars to meet course demands of increased enrollment, with much of the increase in CLAS. Our largest increases in enrollment have been in nursing, pharmacy, biological sciences, physical sciences, accounting and engineering. Two related points: 1) these are disciplines that address critical workforce shortage areas and 2) all of these students take courses in CLAS.

- Financial Aid

Financial aid represents an expenditure that, while to some extent discretionary, is inextricably intertwined with the mission of the University and is therefore treated as a “must do” in our budgets. When we develop our budget, each increase in student costs is matched by increased financial aid to ensure that no student’s UConn education is denied or hampered based on financial need. For FY 09, the University will earmark \$287.2 million for all forms of financial aid, and \$96.1 million (including tuition waivers) of that

amount will be funded with tuition revenue. In other words, a remarkable 38.9% of this University's tuition revenue is dedicated to financial aid; 17.5% is dedicated to need-based aid. In fact, 77% of UConn's students received some form of assistance last year. This budget represents an increase of \$19.7 million over FY 08 total financial aid expenditures.

## HEALTH CENTER

The Health Center budget is currently under development. Depending upon the schedule set by the Health Center Board of Directors, materials will be sent under separate cover or distributed at the June 24 meeting.

## FUND BALANCE

For the Storrs-based program, the FY08 year-end Unrestricted Fund Balance is projected to be \$60.7 million. However, \$2 million of this amount is a temporary increase representing unspent state appropriation funds for the Eminent Faculty program. Excluding this one-time carry forward funding, the Unrestricted Fund Balance represents 7.3% of the FY 08 unrestricted budget (\$802.3 million) or, alternatively stated, 27 days' worth of operations.

The \$60.7 million fund balance represents the funds and inventory remaining in these accounts: the Research Fund (designated for research); the Auxiliary Operations (residential, dining, health, student activities and recreational services); Departmental Generated (self-supporting fee-based instructional programs such as Continuing Studies and MBA); and a liability for compensated absences (vacation/sick leave), which is an accounting requirement.

It is important to remember that the fund balance, while not all technically encumbered, may be committed in a more generic sense. First of all, funds may be held in a departmental account in anticipation of an expenditure (such as start-up costs for a new researcher). Second, under the provisions of UCONN 2000, the University is required to maintain a Renewal and Replacement Fund to keep projects in sound operating condition; the fund balance serves this purpose under the Master Indenture. Third, these amounts include inventory.

The fund balance is our operating capital and reserve for programs and activities that generate revenue and are not supported by state appropriation or tuition funds. We borrow from the fund balance to pay our bills when necessary. For example, in FY 04, the University didn't receive \$13.4 million in state fringe benefit support until June—the very end of the fiscal year. In FY 05, the first quarter allotment of our entire appropriation did not arrive until September 28th—two days before the close of the fiscal quarter. Another example: the state generally informs us of changes in fringe benefit rates after the fiscal year has started, and frequently the increases have a significant fiscal impact. The fund

balance allows us to manage these dislocations without disrupting the University's operations.

At year end, when funds are available, we also set aside dollars in accounts for planned one-time expenditures, mostly capital. These accounts comprise our plant funds. A good example of this is the \$10 million we set aside for our technology infrastructure upgrade plan. Plant funds also include specific repair projects and furniture/equipment replacement for Residential Life/Dining Services.

For Storrs, then, our projected unrestricted net assets of \$128.7 million are made up of the \$60.7 million current fund balance, an estimated \$32 million in unexpended plant funds and a third component: \$36 million in funds that are internally restricted for the retirement of indebtedness. We have traditionally been very conservative with regard to savings for debt obligations, maintaining funds at a level of approximately 1.6 times our annual debt payments. We believe that this policy has served us well. Please note that the \$32 million in plant funds includes \$15 million in FY 08 recoveries from construction contractors. The recovered funds were used to replenish accounts for projects that were put on hold during the code correction activity at certain residential complexes. The plant funds also reflect remaining balances for Board-approved projects (like dormitory window replacements) and unforeseen expenditures (like the Stamford campus carpet replacement).

\*Please note that the FY09 budget information contained in this report to the University Senate has been updated to reflect the 3% state rescission and the implementation of University savings plans for schools/colleges/units. The revised FY09 budget was presented to the Board of Trustees on September 23, 2008. Also, the proposed tuition and fee adjustments will be presented to the Board of Trustees on November 18, 2008.

# University of Connecticut

## Storrs & Regional Campuses

### State Appropriation

	FY 2008	FY 2009		
	Actual	UConn Requested	HB8001 Approved	Governor's
	Allotment	Appropriation	Appropriation	Rescission
Operating Fund	\$221,708,586 <sup>A</sup>	\$215,743,066	\$217,199,850 <sup>B</sup>	(\$6,515,996)
Tuition Freeze	4,741,885	4,847,563	4,741,885	4,741,885
Regional Campus	7,330,822	7,536,057	7,374,425	(221,233)
Water Basin Planning	200,000			
Vet Diagnostic Lab	100,000	51,439	100,000	100,000
<b>Total</b>	<b>\$234,081,293</b>	<b>\$228,178,125</b>	<b>\$229,416,160</b>	<b>(\$6,737,229)</b>
Surplus Approp-MbEIN Program	200,000			
Surplus Approp-LISICOS	200,000			
	<b>\$234,481,293</b>		<b>\$229,416,160</b>	<b>(\$6,737,229)</b>
				<b>\$222,678,931</b>

<sup>A</sup> Includes \$2M for Center for Entrepreneurship and \$1M for Faculty Hiring Plan.

<sup>B</sup> Includes \$2M for Center for Entrepreneurship, \$2M for Eminent Faculty and \$1M for Faculty Hiring Plan.

LISICOS=Long Island Sound Integrated Coastal Observatory System

## ATTACHMENT #8

**Report of the Senate Executive Committee**  
to the University Senate  
October 13, 2008

The Senate Executive Committee has met five times since the September 8<sup>th</sup> meeting of the University Senate.

On September 26<sup>th</sup> the SEC met privately with President Hogan.

On October 3<sup>rd</sup> the Senate Executive Committee met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Topics included revisions to the form for student evaluation of teaching, issues related to funding of graduate students, and the Honors Program. University Registrar von Munkwitz-Smith reported that he had been required to accede to a Freedom of Information Request from Pick-a-Prof to give grade distributions in most classes taught at the university.

On October 9<sup>th</sup> the Senate Executive Committee met privately with Provost Nicholls.

On October 10<sup>th</sup> the Senate Executive Committee met in the morning with the directors of the institutes currently housed within the Office of Multicultural and International Affairs and Professor Shirley Roe, chair of the committee on interdisciplinary studies, to discuss the processes under way to determine the academic location for those institutes.

Later in the day, the SEC met with Chief Operating Officer Feldman, Vice President for Enrollment Planning Evanovich, and Vice President for Student Affairs Saddlemire. Much of the discussion centered on undergraduate enrollment issues, including the reasons behind the larger than expected entering class, the expectations of new honors students and the impact of the current financial crisis on higher education. Other topics addressed included the successful testing of the text message alert system and criteria for when that system should be used, and student-initiated events in response to recent sexual assaults on campus.

After the administrators left, the SEC discussed the hearings being held by the Board of Trustees Student Life Committee concerning Spring Weekend and potential topics for the annual Trustees, Administrators, Faculty, Students (TAFS) meeting.

Respectfully submitted,  
Hedley Freake  
Chair, Senate Executive Committee  
October 13, 2008



**Undergraduate Education  
Report to the Senate  
October 13, 2008**

**Executive Summary**

- I. **Undergraduate Education and Instruction Units:** Please see the following detailed reports. I will only point out a few highlights to indicate my appreciation to the faculty and staff involved for making excellent progress under less-than-optimal circumstances.
  - A. **Institute for Student Success:** Major contributions to UConn's high retention rate through ACES advising; First Year Programs, including learning communities; and SSS for under-represented and first-generation students.
  - B. **Enrichment:** Growth in Honors in numbers and quality; Study Abroad up 2 points to 18.2%; continued high quality and innovation in Individualized Major and Undergraduate Research; considerable progress toward additional prestigious awards in the Office of National Scholarships.
  - C. **Institute for Teaching and Learning:** Graduate Certificate in Teaching; growth and increased sophistication in programming in W Center; doubling of student demand for highly popular Q Center (other ITL programs discussed under TLA Taskforce below).
  - D. **Assessment:** slow but steady progress toward meeting criteria for NEASC interim review.
- II. **Enrollment Surge:** For this semester, Fall 2008, we successfully managed to get the courses that students will need to finish in four. I am deeply grateful to all the hard work from faculty and staff who made this possible. Spring 2009 will be considerably more challenging due to the budget rescission, particularly in CLAS.
- III. **Update on the Teaching, Learning, and Assessment Task Force Report of August 1, 2007.**  
[www.tlataskforce.uconn.edu](http://www.tlataskforce.uconn.edu).  
 Some recommendations and progress (here compressed):
  - A. Hire 175 new faculty; 30 hired; new goal in Academic Plan is 145.
  - B. Make all classrooms hi-tech and tech-ready (Storrs and regionals): 25 added. We will continue to add as funds permit (and upgrades and repairs are done anyway).
  - C. Replace Student Ratings Instrument with an appropriate, valid, and reliable instrument.
    1. Task Force report completed June 23, 2008; it has been shared with the Faculty Standards Committee and will be posted on websites soon—we are awaiting adjustments to the proposed instrument by psychometricians in the Neag School of Education.
    2. After posting, we will seek representative courses in which to pilot the proposed form in the spring of 2009; these pilot courses would administer both forms, new and old; the results of the pilot forms would just go back to the committee for work on the validity of the instrument; they are not meant for any evaluative purposes.



3. Data from the pilots would be analyzed in the summer of 2009 and adjustments to the instrument made.
  4. In the fall of 2009, the revised instrument and recommendations would be discussed by the entire campus community at appropriate committees, meetings, faculty forums, etc. The TLA Oversight Committee will implement this dissemination and discussion. If we can get approvals, we would like to start the new system in Fall 2010, but I emphasize that nothing will be implemented without full discussion, revisions, and approvals.
- D. Various Measures to for professional development for faculty concerning instruction: We have new services at the Institute for Teaching and Learning and a new website: [www.fdp.uconn.edu](http://www.fdp.uconn.edu). We are, however, assessing current programs and deciding what additional services may be needed.



Veronica Makowsky  
Vice Provost for Undergraduate Education  
and Regional Campus Administration

Attachments

Institute for Student Success Report to the Senate  
Institute for Teaching and Learning Report to the Senate  
Enrichment Programs Report to the Senate  
Assessment Report to the Senate

## **Undergraduate Education and Instruction Report to the Senate 2007-2008**

### **I. Institute for Student Success (Steve Jarvi)**

The programs associated with the Institute for Student Success - the Academic Center for Exploratory Students, First Year Programs and the Center for Academic Programs - continue to have a direct impact on the retention of first year students. For example, of the approximately 3200 first time freshmen at Storrs in fall 2007 more than 2400 were impacted directly by the ISS through their work with an ACES advisor, enrollment in a First Year Experience Course, or association with Student Support Services. Many other students, in their first year and beyond, were impacted by the ISS through their involvement with Peer Education, UConn Connects, and academic skills workshops. The ISS, and most specifically the CAP Program, continue to play a significant role in providing access and opportunity for first generation.

#### **A. ACES Academic Center for Exploratory Students (Donna Hryn)**

##### **ACES Guiding Principles**

- Academic advising is integral to the educational mission of the University.
- Effective advising allows students and academic programs to reach their full potential.
- Quality advising is dependent on the relationship between the advisor and the advisee.
- Students have the opportunity to assess their abilities and interests before deciding on a major.

##### **ACES students...**

- are assigned to a professional academic advisor.
- meet individually with their advisor.
- meet with their advisor at least once per semester.
- are ensured a seat in an FYE course in their first year.
- select a major by the completion of their 4th semester.

##### **Advising**

- Approximately 3450 students were enrolled in ACES in Fall 2007.
- Staff includes 10 advisors and one graduate student.
- Advising caseloads of 200-370.
- Advise approximately 41% of the incoming freshmen class at Storrs and 58% of the incoming freshmen class at the Regional Campuses.
- Approximate breakdown by major of the 1300 ACES students in the incoming freshmen class at Storrs in fall 2007: Exploratory(860), Pre-Kinesiology(85), Pre-Pharmacy (185), Pre-Teaching (165).
- ACES advisors had more than 5500 individual meetings with students in Storrs in fall 2007.

##### **Retention/Graduation**

- 92% of ACES first time freshmen in Storrs in fall 2007 returned in fall 2008.
- 85% of ACES students declare their major by the start of their junior year.
- 74% of ACES first time freshmen from fall 2002 graduated in 6 years (spring 2008).

- 60% of ACES first time freshmen from fall 2004 graduated in 4 years (spring 2008).

### **Teaching**

- ACES advisors taught 11 sections of INTD 180 in fall 2007 and 5 sections on INTD 182 in spring 2008.
- ACES advisors presented in more than 40 FYE classes in fall 2006.
- ACES staff co-taught sections of HDFS 288 and EPSY 230.

## **B. First Year Programs (Dave Ouimette)**

**Goals:** To support students in the following areas:

### **Relationship with Self**

Self-Understanding and Personal Growth  
Intentionality and Integration

### **Relationship with Academic Life at UConn**

Academic Achievement and Spirit of Inquiry  
Academic and Life Skills  
Relationship with Faculty, Staff, and Peer Mentors

### **Relationship with Community and the World**

Social Development  
Cultural Competence, Global Awareness, and Participation in a Global Society  
Human Rights and Equality  
Environmental Awareness and Environmental Sustainability

### **Assessment:**

Our goals and interest in assessment are brought to the attention of faculty, staff, and peer mentors who bring our programs to students. For example, we encourage embedded and final assessment for classes in our First Year Experience (FYE) courses. Collaboration with Professor Crystal Park and graduate students Donald Edmondson and Mary Alice Mills is making it possible to learn more about our first year students, from their expectations for college, their aspirations, and their demographics, to their trauma history, values, and spiritual beliefs. In addition, we can look at the correlations between these various factors and their GPA, involvement on campus, choice of major, and so forth. We also ask students directly about their experience in FYE classes, and can examine these data along with anonymous personal data to determine the likely impact of FYE and other programs on student success. We can also examine the possible impact of personal characteristics on the FYE experience and student success. Data are just beginning to be available from these efforts, and will inform our evaluation process as more data come in.

## **1. First Year Experience:**

- The enrollment of First Year Experience (INTD) courses remained strong this year; one-time enrollment of first-year students comprised over 2300 seats, while the total enrollment (including sophomores and students taking multiple INTD courses) reached over 3300. While there was a drop in enrollment, 73.6% of first year students have enrolled in the INTD 180, 182 or 198 seminars. The growth of the FYE seminars at the regional campuses remains

steady and a full 72.6% of first year students University-wide take the courses. Less than 832 first-year students do not take an introductory transition seminar.

- There are 248 faculty and staff instructors University-wide and over 100 student mentors who assist the instructors and first year students in the class.
- An FYE course template is created for all INTD 180 & 182 classes (over 200) in HuskyCT. The template includes learning modules for common topics covered in the class (e.g. study skills, major & career decision-making).
- In addition, campus content experts, (those individuals who most commonly are invited to present in FYE classes), have been invited to prepare learning modules on nutrition, community service options, diversity, and women's issues.
- Process learning modules targeted to instructors have been completed. They address issues concerning construction of a syllabus, elements of an effective lesson plan, grading, facilitation techniques, icebreakers, classroom management, and campus resources.

## 2. Learning Communities:

- UConn offers a variety of Learning Community (LC) experiences, and is in the process of expanding and enhancing these programs. Please see Table I for a listing of Learning Community Programs at UConn. LC's involving a residential component include Honors students (including Pre-Med/Pre-Dent Honors, Business Honors, Sophomore Honors, and general honors LC's), students in the Global House LC, and students in 11 LC's with nine additional themes: Community Service, Connecting with the Arts, Fine Arts, Leadership, Human Development and Family Studies (HDFS), Nursing (2 sections), Pre-Pharmacy (four sections), Social Justice in a Global Community, and Women in Math, Science, and Engineering. The total enrollment in these nine LC's is roughly 237 students. Including Global House and Honors LC's, this enrollment is 534 students, representing about 17% of First Year students.
- Additional Learning Communities are currently being developed for the 2009-2010 academic year. These include EcoHouse and a Community Health Outreach House. Increased focus on learning communities is leading to expansion of programs and support for students in current learning communities.

### Learning Communities at UConn

Learning Community	Program or Director	Residential	Enrollment
First-Year Honors Honors Pre-Med/Pre-Dent Business Honors	Honors Program, Residential Life	X	297
Community Service	First Year Programs, Residential Life	X	16
Connecting with the Arts	First Year Programs, Residential Life	X	14
Human Dev Family Studies (HDFS)	First Year Programs, Residential Life	X	7
Fine Arts	First Year Programs, Residential Life	X	23

Leadership	First Year Programs, Residential Life	X	13
Nursing	First Year Programs, Residential Life	X	32
Pre-Pharmacy	First Year Programs, Residential Life	X	62
Social Justice	First Year Programs, Residential Life	X	11
WIMSE	First Year Programs, Residential Life	X	17
Global House	Morty Ortega, Residential Life	X	42
Animal Science	Steve Zinn		41
Pathobiology	Sandra Bushmich		6
Spanish	Maria O'Donoghue		5
SSS	Maria Martinez, Bidya Ranjeet		109
Pre-Med	Corina Morris		11
Business	Brandy Nelson, Seanice Austin		16

- This year, two of our communities incorporated two or more courses in the programming for the LC in addition to FYE classes. Students in the Community Service LC are taking English 110 together this fall, and will take Sociology 107W together in the Spring. Students in major-based Learning Communities have an opportunity to work directly with faculty members in the small-class setting, while students in the other LC's have opportunities for service learning as part of their LC experience (Community Service, Social Justice in a Global Community, and Leadership).
- Learning Communities that do not have a residential component are also important elements of education at UConn. First Year Programs hopes to collaborate with the directions of all Learning Community programs in an effort to provide an integrated recruiting and enrollment process, and sharing of information, materials, programs, and so forth. Some LC's that are already in place that do not have a residential program at present are: Animal Science, SSS, Pathobiology, and Business.

### 3. UConn Connects:

UConn Connects began its 15<sup>th</sup> year of operation in Fall 2007. The program matches undergraduate, faculty, and staff facilitators with student participants who are on academic warning, academic probation, or subject to dismissal.

- During the 2007-2008 academic year, 166 volunteer facilitators worked with 519 student participants, offering personal assistance, support, and guidance on a weekly or bi-weekly basis. Through these one-on-one relationships student participants were able to explore academic strategies in depth and experience a degree of accountability for their academic progress and success.
- The practice of requiring training and support of all first-time undergraduate facilitators through the HDFS 288/3080 class continued during the 2007-2008 academic year. Forty-six facilitators completed the course that assists them in becoming more aware and more intentional about their own self-regulatory,

information processing, stress and time management skills, as well as to support them in the difficult task of helping another to succeed.

- Regular workshops throughout the semester give facilitators the opportunity to meet and learn from the other facilitators in the program and make connections across campus. These workshops offer training in several topics, including the causative issues that may contribute to a student being placed on probation, academic performance-enhancing strategies, self-assessment and goal setting methods, and other facilitation techniques. Additionally, facilitators are made aware of campus resources that students may access such as tutoring, advising, career and major help, and the various counseling services.
- In addition to the above course emphasis, student facilitators in the HDFS class are creating a walk-in, process-tutoring center for the general UConn population. This will include offering assistance with time management, study skills, stress management and more.
- Each semester two \$500 scholarships are awarded to students who have a significant GPA gain and have also committed themselves to the program and to their academic success. This provides an effective incentive for the participating students. Of the 519 students who participated in the program during the 2007-2008 academic year, 390 (75%) experienced a positive GPA gain from one semester to the next.

#### **4. Peer Education**

Peer Education as a form of student engagement and education outside the classroom continued to expand across campus during the '06-'07 academic year. Peer Education is a vehicle for students to learn more about a particular area of the campus and its services, and then provide paraprofessional help.

- There are currently 32 active Peer Education programs involving more than 1,000 peer educators.
- Programs currently reside in Enrollment Management, Multicultural and International Affairs, Student Affairs, Undergraduate Education and Instruction, as well as Athletics.
- These programs focus on nine different aspects of student and community life: raise awareness/advocacy, enforce community standards, promote healthy lifestyle, major and career exploration, promote UConn to new and potential students, mentoring and support and academic tutoring, beyond the UConn community, study abroad, and leadership.
- New Programs were developed for Students in Management Peer Learning Exchange (SIMPLE) and AOD Ambassadors.
- The first FYE Mentor Training was held at the start of the Fall 2008 semester. Over 90 student mentors attended, as well as some collaborative students from another Peer Education program, SHAPE during one of the sessions. Students had the chance to develop crucial mentoring and leadership skills, as well as provide a cohesive support network of 8 student TAs, 2 student supervising TAs, and FYE instructors. Over 70 instructors attended the mentor-instructor luncheon that highlighted the training and allowed mentors and instructors to meet and plan their first class prior to the start of the semester. Keith Barker, Associate Vice Provost for the Institute of Teaching and Learning and the keynote speaker of this lunch, spoke about classroom

culture. The focus of the three-day training was to help students be more effective in their roles and allow them to initiate this effectiveness at the start.

- Over 260 Peer Educators attended the Sixth Annual Peer Education Recognition Ceremony in April 2008. Dr. Veronica Makowsky was the keynote speaker of the evening. Five students were awarded with the Outstanding Peer Educator of the Year Award and one program received the honor of Outstanding Peer Education Program of the Year. Members of PESAC were recognized and were involved in the actual presentation of the night's activities. In addition, the Peer Involvement (INTD 182) events put on by first and second year students throughout April were recognized.
- The number of Peer Involvement (INTD 182) courses stayed constant at six this past year, with the completion of many events, such as raising awareness about the campus Green Fund.

### C. Center for Academic Programs (Maria D. Martinez)

The Center for Academic Programs (CAP) increases access to higher education for high-potential students who come from underrepresented ethnic or economic backgrounds and/or are first-generation college students. CAP prepares students for successful entry into, retention in, and graduation from a post-secondary institution through its four constituent programs. Educational Talent Search, Gear Up, and Upward Bound provide programming to increase middle and high school students' college access and retention. Student Support Services provides programming to facilitate students' retention in and graduation from the University of Connecticut. CAP designs and implements these programs in accordance with guidelines set forth by its funding bodies, including the University, the U.S. Department of Education, and other programs which promote educational opportunity for all.

### CAP Summer Enrichment Programs

For the very first time in 2008, a summer program was offered to middle school students. **Educational Talent Search** and **GEAR UP** combined their efforts to offer summer programming to 72 middle school students in New Haven and Windham. The program prepared 7<sup>th</sup> through 11<sup>th</sup> graders for the academic and social rigors at the high school level. Interactive classes in Algebra I, geometry, chemistry, English, and technology literacy were offered along with a social development curriculum and visits to out-of-state colleges. **Upward Bound/ConnCAP** worked with 100 high school students in its summer program on the Storrs campus. This rigorous six-week academic component included a full curriculum of classes, extra curricular activities, field trips and exposure to careers in higher education. At the college level, **Student Support Services** conducted summer programs at Storrs and all the regional campuses with a total of 306 students participating. Students are required to take math, English, philosophy and/or sociology as well as various campus life presentations, cultural, social, and recreational events. Students attend a residential program in Storrs and non-residential programs in Hartford, Stamford, Avery point, Waterbury, and Torrington. The Center provided summer enrichment opportunities for 478 students in 2008.

### CAP Statistics

- CAP serves over 2,600 students
- Approximately 32 FYE courses are taught by CAP staff annually

- Continuation proposals for all programs were funded including an award of \$1,173,020 for Upward Bound for the next 4 years.
- Integration of the Pre-College Enrichment Program (PCEP), a Health Professions Partnership Initiative with the University of Connecticut Health Center, Wesleyan University and Central Connecticut State University and the College Enrichment Program (CEP).
- Successful Partnerships and Collaborations (partial list) with the following departments and companies: Office of Study Abroad, UConn School of Business, UConn School of Agriculture and Natural Resources, UConn Physics Department, UConn Journalism Department, MassMutual Foundation, AT&T.

### **Student Support Services (SSS)**

SSS prepares students for successful entry into, retention in, and graduation from the University of Connecticut. Participants receive tutoring, counseling, and academic instruction. They also participate in a six-week summer pre-collegiate program before their freshman year at UConn. The program is staffed with a program director and four counselors. In addition, SSS has five UConn regional coordinators in Hartford, Stamford, Waterbury, Torrington and Avery Point. Students must apply to the University of Connecticut in order to be considered for admission in SSS.

- SSS serves over 1,000 students annually
- SSS freshman retention rate is 87% (Storrs)
- SSS freshman retention rate is 90% (regional campuses)
- Approximately 51% of SSS students graduate within 6 years
- Close to 74% of SSS Storrs students are African American and Hispanic (two underrepresented populations at UConn)
- 299 SSS students entered as freshman in the fall 2008

### **Peer Advising**

The Peer Advising program is made up of upper division undergraduates who are matched with an average of five incoming freshmen. One of the SSS professional counselors is responsible for recruiting, training, and supervising the Peer Advising team. Peer advisor training takes place prior to the beginning of the fall semester. The peer advisors initiate contact with the incoming freshmen prior to arriving on campus for orientation and the summer program. They provide guidance to the students in regards to study skills, time management, community involvement, and navigation through the University system.

### **Campus Change Initiatives**

SSS staff provides services to the regional campus students. Counselors visit their assigned regional campus to meet the students and begin establishing a relationship that will facilitate a smooth transition to the Storrs campus. SSS offers and enrolls these students in an FYE class specifically designed to address the needs and concerns of campus change students. As a retention strategy, topics related to how to succeed at the Storrs campus are incorporated into the FYE class.

### **Leadership Conference**

SSS holds an annual Leadership Conference for sophomore and campus change students. This conference addresses some of the unique issues SSS sophomore and



campus change students encounter. The theme for this year's event was "Preparing for Your Passion." Current SSS students participated in a discussion panel where they shared their involvement in activities which enhanced their leadership, academic, and personal development. This year all four SSS student panelists studied abroad and two are involved in the prestigious Legacy Program. Approximately 40-50 students attend this conference.

### **Health Partnership Initiative**

In 2007-08, we fully integrated the College Experience Program (CEP) and the Pre-College Experience Program (PCEP) into the SSS program. Both CEP and PCEP are residential summer programs which run concurrently with the SSS pre-collegiate experience. In the past the students in these programs did not earn college credit for their courses. Participants take classes in the sciences which are combined with work experience at the UConn Health Center. This year SSS re-organized the PCEP program so summer students were able to receive up to 8 college credits instead of the customary stipend. Students were provided grant aid to cover their tuition room and board expenses. A SSS staff member oversees the program during the summer and serves as the counselor for enrolled participants during the academic year.

### **Study Abroad**

As a response to the low participation rates of SSS students studying abroad, the Center's staff continues engaging students in conversations about their options and advocating for their involvement. CAP has solidified its partnership with the Office of Study Abroad on campus in an effort to create additional funding opportunities for SSS students to study anywhere in the world. In 2008, eleven SSS students were able to take part in the 8<sup>th</sup> annual SSS Liverpool Study Abroad Program. The CAP staff continues to research the barriers for participation and implement new strategies to address this issue.

### **Upward Bound (UB)/ConnCAP**

UB/ConnCAP assists students to graduate successfully from high school and to enter and graduate from college. The program provides a six-week summer residential program, academic and personal counseling, supplemental education and weekly seminars, community service projects and tutorial services.

UB/ConnCAP is staffed with a program director and two full-time advisors.

UB/ConnCAP provides services to 115 students from target high schools in New Haven, Hartford, and Windham. Eligible students in 9<sup>th</sup> grade from target high schools must apply for program admission.

- 85% of Upward Bound/ConnCAP (UB) students are African American and Hispanic (two underrepresented populations in higher education)
- 100% of UB/ConnCAP students graduated from high school in 2008
- 100% of the 2008 UB graduates are attending a post-secondary institution; Of that, 18% came to UConn, 61% selected other institutions, and 21% are attending community colleges
- Continuation of award of \$1,466,275 for Upward Bound for 5 years grant cycle and \$615,930 from the State of Connecticut Department of Higher Education for 2008-2012

## **Educational Talent Search (ETS)**

ETS targets young students in grades six through twelve. In addition to after-school activities and counseling, participants receive information about college admission requirements, scholarships, and various student financial aid programs, as well as the opportunity to attend a summer enrichment program. This early intervention program helps low income and first generation students to better understand their educational opportunities and options. It is staffed with a program director, two program advisors and a program aide. ETS serves over 560 students in New Haven and Windham and recruitment begins in the 6<sup>th</sup> grade. ETS also provides services to clients seeking services to re-enter secondary or post-secondary institutions.

- 91% of ETS participants are enrolled in college preparatory academic curriculum
- 90% of ETS high school graduates are enrolled in post-secondary education

## **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**

Students in the seventh and eighth grades are automatically enrolled in the program if they attend Edgewood Magnet School and East Rock Global Magnet School in New Haven. The program provides students with academic support in preparation for high school and college. In addition the GU program provides support and training in the educational process for parents and a professional development academy which focuses on technology support and training for teachers. The program continues to provide services such as college and career advisement to participants once they move to a target high school in New Haven. GEAR UP is staffed with a program director, one program assistant, and a program aide. GEAR UP serves over 1,000 students.

- Servicing 750 students within 10 New Haven Public Schools in grades 6-11
- 52% of the students are female 48% males
- 86% of the cohort is comprised of African American and Latino students.
- 98% GU students were promoted to the next grade level
- 41% of our teachers received professional development in the areas of technology, youth development, and curriculum development
- 91% of the 9<sup>th</sup> and 10<sup>th</sup> grade cohort is taking college prep classes in high school.
- 78% of the students in the cohort are performing at grade level in English per the standardized test scores(CMT)
- 91% of the students in the cohort are performing at grade level in mathematics per the standardized test scores(CMT)

## Undergraduate Education and Instruction Report to the Senate 2007-2008

### II. Institute for Teaching and Learning: (Keith Barker)

#### A. Faculty Development Programs (Catherine Ross)

Webpage url: <http://fdp.uconn.edu> **NEW RESOURCE FOR FACULTY**

All of the ITL faculty development programs are detailed on this page making it much easier for faculty to find out about and register for the many workshops and faculty events offered by the Institute for Teaching and Learning. There are services for departments, highlighted new services and upcoming events, and a complete list of the types of individual consultations that faculty can request.

- **New Faculty Learning Community**

**Fall 2008** ongoing now: 5 new faculty from Business, Chemistry, MCB and Journalism, reading "What the Best College Teachers Do" and meeting for discussions every other week.

**Fall 2008: Faculty Working Group**

Six faculty members from last spring's book discussion have asked to continue meeting this semester to discuss creating a web resource for all faculty based on what they learned in the readings last spring about teaching today's students.

- **Faculty Book Discussion Groups**

**Fall 2008:** *Generation ME and Teaching Today's College Students*

**Spring 2008:** *Generation ME and Teaching Today's College Students*

- We were able to include 4 faculty members from Avery Point along with 8 from Storrs in this book discussion group using the iTV link.

- **Individual Consultations**

Observations and/or troubleshooting consultations for faculty from various schools, colleges, and regional campuses.

- **Special Events**

**Winter Teaching Institute 1/18/08:** Over 85 faculty from Storrs, the Health Center, Stamford, Hartford and Waterbury attended a full day of concurrent teaching workshops. Details about the presentations and Podcasts are available at the Winter Teaching Institute link on the Faculty Development homepage: <http://fdp.uconn.edu>.

- **Lunchtime Seminars**

**Spring 2008:**

- 1) Making Student Teams an Important Component in your course
- 2) Philosophy of Teaching Statements
- 3) PowerPoint without the Bullets
- 4) Undermining Integrity and Creating an Unfair Advantage: Cheating
- 5) Syllabus Clinic: Extreme Syllabus Makeover

**Fall 2008:**

- 1) Laptops in the Classroom: Distraction or Learning Aid?
- 2) Video Design for educational Environments

- 3) Inclusive Classroom, Inclusive Teaching
- 4) Peer Evaluation of Teaching: Getting Started in Your Department
- 5) Intro to Photoshop
- 6) Intro to Adobe Flash
- 7) Intro to iMovie
- 8) Panel Discussion of Grad 5915: Graduate Course in College Teaching
- 9) Quick and Easy Ways to Use "Ready-made" Instructional Resources on a HuskyCT Site

## **B. Teaching Assistant Programs (Catherine Ross)**

- **New TA Orientation:**
  - **Spring 2008: 24**
  - **Fall 2008: 236**
- **New Initiatives:**
  - Training senior TAs to do classroom observation and videotaping for the new TAs in their departments: Spring 08-Philosophy training, Fall 08-Implementation with the new TAs; Fall 08- training for senior Math TAs begins,
  - Book Discussion Group for Grads, Fall 2008: Led by a grad student who completed the GRAD 5915 course in May, they are reading "Life on the Tenure Track", 12 participants.
- **Workshops: TA /Faculty Training To Go**
  - 1) Leading a Discussion
    - Faculty at Stamford Campus (iTV)
    - FYE instructors
    - graduate students in the Educational Leadership Program
    - Psychology and Statistics TAs
  - 2) Writing a Philosophy of Teaching Statement
    - Anthropology
    - Math
    - Philosophy
- **Individual Consultations**  
Observe and consult with TAs.

### **Graduate courses (Keith Barker)**

EDCI 326 (now 5830) section 001 [22] is in its 21<sup>st</sup> offering. It is the first graduate course in teaching and learning in the 3-course sequence. Section 002 is a seminar course [8] and section 003 [4] is an independent study. The numbers in brackets are the numbers of students in each section.

The Graduate Certificate in College Instructions was created in Spring 2008 for students wishing to get tangible recognition of significant educational training. The certificate is 9 credits and has a Summer Institute course GRAD 5915 as its core requirement. Other educational courses – either general EDCI or discipline-specific courses can make up the remaining 6 credits. 5 students will have completed enough credits for the award of the certificate by December 2008.

## **C. International Teaching Assistant Program (A. Halbert and M. Romney)**

**ITA Orientation**

- **Spring 2008: 15**
- **Fall 2008: 101 ITAs attended 8/11-8/15**

- **Testing**

PhonePass Tests administered

- On-site** at Storrs: 200
- Overseas pre-screening tests** with reports to departments: 85
- TEACH tests**: 74 (Conducted and reviewed by Anne Halbert and Mary Romney)

Oral Proficiency Interviews (OPIs): 3- administered by Catherine Ross

- **Classes/Tutoring**

- 1) *ITA Class*

- Spring 2008: 13 students enrolled
- Fall 2008: 13

- 2) *Oral Communication*

- Spring 2008: 8 students
- Fall 2008: 35 students enrolled, 3 sections.

- 3) *Accent Modification*

- Spring 2008: 9 enrolled
- Fall 2008: 20

- 4) *Individual Tutorials*: (Spring, Summer, Fall 2008): Anne Halbert and Mary Romney provided individual instruction for 14 ITAs, in addition to teaching the standard classes.

- 5) *Video Playbacks*: 74 (conducted by Anne Halbert)

## **D. AV Technologies (Dan Mercier and Lance Nye)**

The AV Technologies unit designs, installs and maintains the hi-tech equipment, control systems, computers and touch screen interfaces in each of the University's Hi-Tech and Tech-Ready classrooms. In addition, AVT provides training to faculty and staff in order to facilitate the proper use of AV equipment in the classrooms.

- Currently support and maintain 175+ Hi-Tech and Tech-Ready classrooms at the Storrs and regional campuses.
- Installed 20 Tech-Ready classrooms at the Storrs campus, 5 at the Hartford campus.
- Updated 10 Hi-Tech classrooms with new control unit interfaces.
- Updated 33 computers in the Hi-Tech classrooms.
- Created and installed updated, Hi Tech computer image on all 120+ Storrs campus classrooms.
- Installed the CPS software and hardware on each classroom computer.
- Provided Hi-Tech classroom training to 70 faculty members.
- Provided AV and staging support to 3 monthly meeting events. (Board of Trustees Committee, Joint Audit and Compliance Committee and Construction Management Oversight Committee)
- Installed Hi-Tech classroom equipment in Von der Maden Hall.
- Converted MBII into swing space for a temporary classroom in order to facilitate the renovation of existing hi-tech classrooms during the semester.
- Completed several programming enhancements to the Student Union food court and meeting rooms. The enhancements to the food court system allow it to turn on, control events and turn off all at pre-scheduled times utilizing the Meeting Manager Server system.

- Ordered, received and installed 2 RGB switchers to replaced failed switcher in Pharmacy classrooms 131 and 129.

Upcoming activities for ITL/AVT:

- Continue with the installation and maintenance of Hi-Tech and Tech-Ready classrooms here at Storrs and at the regional campuses.

#### **E. iTV (Dan Mercier and Steve Fletcher)**

The iTV unit provides technical training and pedagogical support for faculty using the classrooms and equipment needed for distance learning and/or video conferencing.

Summary of offerings

Spring '08: 18 Distance Learning Courses, 32 non-course conferences

Fall '08: 14 Distance Learning Courses, 35 non-course conferences (to date)

Summary of work/improvements over academic year '07 - '08

- Implemented course scheduling and management program
- Created 2 portable videoconference carts to be used where and as needed.
- Successfully implemented a web-based workflow system that keeps everyone involved informed as to the status of courses that are, and may potentially be, offered.
- Created video conference room in CUE to support classroom instruction and conferencing
- iTV staff assisted the departments of CLAS, Human Resources and Engineering in the design of interactive classrooms and conference rooms.

Upcoming activities for iTV:

- Install desktop/small conference room videoconference solutions at each of the regional campuses as well as in several locations at Storrs.

#### **F. Instructional Design and Development (Dan Mercier & Desmond McCaffrey)**

The Instructional Design and Development (IDD) group supports university faculty in areas of best practices related to instruction and pedagogy. We provide faculty with full or partial course design for face-to-face, blended and online courses, workshops and training, creation of educational media, and consultations regarding the relevant use of educational technologies.

- Completed support for the Summer session delivery of 14 GenEd online courses.
- Completed support for the Summer session delivery of 5 Non-GenEd online courses.
- Currently supporting 3 Fall semester online courses (2 GenEd, 1 Non-GenEd)
- Currently delivering or supporting Full Design/Redesign of 18 Courses

- Consulted with many programs, departments, schools and colleges regarding curriculum alignment and integration of educational technologies.
- The IDD group supports faculty and staff members from many departments through one-on-one consultations covering various issues concerning pedagogy and/or technology.

### **G. Educational Technologies (Kim Chambers)**

Educational Technologies staff support the effective use of technology in teaching and learning. Staff in Educational Technologies are responsible for the Instructional Resource Center, the Learning Resource Center and work collaboratively with University Information Technology Services, the University Libraries and academic units to effectively manage educational technology use on all of the UConn Campuses. Planning for future directions in educational technology use and implementing the latest version of HuskyCT currently are areas of emphasis in Educational Technologies.

### **H. Learning Commons @ UConn (Kim Chambers)**

The Learning Commons @ UConn is officially opening to support undergraduate academic achievement including the University General Education Competencies. Currently the Learning Resource Center, University Writing Center, Quantitative Learning Center, and University Libraries research assistance support computer technology, writing, quantitative, and information literacy competencies respectively within the Learning Commons. Additionally the Learning Resource Center has recently opened two multimedia studios to support student academic projects involving multimedia development. Staff in the University Libraries and the Learning Resource Center have collaborated to support the new Learning Commons Information Desk.

### **I. Instructional Resource Center (Janet Jordan)**

The Instructional Resource Center assists instructors at all the university campuses in the effective use of technology to advance teaching and learning. Training and support is provided one-on-one in the center's facility in the CUE building, remotely using a web based e-learning application, in workshops, through email, and on the telephone. The IRC has also created approximately 100 help files that are available on our website.

An "Educational Technology Training and Support Network" was formed this year by the IRC to facilitate communication with individuals providing HuskyCT and other educational technology training and support at Storrs and the regional campuses. Monthly meetings using the iTV setup and a HuskyCT site allow members to share information and resources.

Many departments and programs, recognizing the benefits of using HuskyCT have arranged with the IRC for workshops and special consultations for their faculty and teaching assistants. The IRC has also assisted departments and schools with the development of assessments in HuskyCT to be used to evaluate their students' knowledge in their major as a means of evaluating the effectiveness of their programs.

During the year, approximately 3500 help sessions were provided for faculty, teaching assistants, and staff who teach. These individual help sessions focused on the following tasks:

- HuskyCT course design, development, and management
  - Currently there are over 3000 HuskyCT class sites in use
  - The IRC assists instructors with both hybrid and fully online courses.
- Creating PowerPoint presentations
  - Many instructors now add multimedia elements (images, sound, and video)
- Image and slide scanning
  - Instructors create digital image files for use in documents and presentations
- Scanning to portable document format (PDF)
  - PDF files posted in HuskyCT can reduce the need for paper handouts
- Scanning to Word using optical character recognition (OCR)
- Creating Flash learning objects using Captivate
  - Excellent resource for illustrated explanations, tutorials, animations
- . Creating Flash learning games using StudyMate
  - Fun options for self-assessment (crossword puzzles, Jeopardy, flash cards)
- Building web pages (HTML)
  - Faculty pages on departmental websites and HuskyCT content
- Creating video clips from VHS, DVD, or digital video input
  - Many disciplines use video clips to enhance classroom presentations
- Image editing
  - Digital images can be cropped, resized, enhanced, merged, and annotated
- . Creating audio files for use in class or in HuskyCT  
 Examples: recordings of interviews, speeches, poetry readings, bird calls, Aboriginal songs, clips of instrumental pieces, classroom review session, instructor explanations of difficult concepts

## **J. Learning Resource Center (Steven Park)**

The Learning Resource Center provides technological assistance to University of Connecticut students currently registered for classes at Storrs or any Regional campus.

Assistance is available via workshops, email, instant message, UDS problem management system, telephone, and face-to-face contact at the Learning Commons Desk on level one of the Homer Babbidge Library, in Storrs. The LRC provides approximately 1500 help sessions per semester to students.

### **List of Services**

- Computer Operation Basics (PC and MAC)
- Word Processing (primarily Microsoft Word)



- Presentation Software (primarily Microsoft Powerpoint)
- Spreadsheets (primarily Microsoft Excel)
- Databases (primarily Microsoft Access – PC only)
- Graphics and Multimedia (primarily Adobe Photoshop)
- Internet – Web Basics (searching, simple web page design)
- Electronic Communications (primarily electronic mail)
- Huskymail
- ePortfolio
- Course Tools (HuskyCT)
- StudentAdmin (Peoplesoft)
- Two new multi-media studios are now available for students (from any academic program) to do post-production video editing. The LRC Graduate Assistant, Kevin Belknap, is training the SETAs in digital video editing. As more and more faculty give comprehensive media assignments; the LRC SETAs will be able to assist students in bringing these assignments to fruition.
- The LRC also provides a number of computer tutoring work stations (both PC and Mac) for students to utilize. Each work station comes equipped with standard development applications found in Microsoft Office and Photoshop CS2.
- There are also five group work stations, suitable for up to five students. Each station is equipped with either a PC and a large 42" plasma screen. Each screen can also be connected to a notebook computer, to allow presentation off of any standard laptop.
- The LRC is designed to be a learning enclave to develop technological skills and provide a comfortable environment for student study. To these ends, the LRC area is equipped with a number of overstuffed and rocking chairs, as well as divided studying desks and group-use tables.
- The LRC is using three different instructors to offer 14 workshops free of charge to students each semester.

#### **K. Media Design (Lisa Kempter)**

- Undergraduate instruction/support

Courses taught by Media Design staff:

Fall '07:            COMM 288 – Television Production (12 students)  
                          INTD 182 – Digital Photography (20 students)  
 Spring '08:        COMM 288 – Television Production (12 students)

Technical/studio support provided by Media Design staff:

Fall '07:            DRAM 249 – Acting for the Camera (14 students)  
 Spring '08:        JOUR 241 – Reporting and Editing TV News (14 students)

- Production

Media Design supports undergraduate education by providing complimentary media production services to faculty and staff teaching undergraduate courses. Departments and programs include but are not limited to the ITL, School of Fine Arts, Chemistry, Statistics, and General Education online faculty.

Revenue generated from internal non-undergraduate education projects fund services and/or programs which directly support undergraduate education,

i.e. iTV, IRC, etc. Internal departments and programs include but are not limited to UConn Foundation, Orientation Services, Parking Services, Office of Ethics & Compliance, University Communications and the Alumni Association.

Media Design also provides video support for major undergraduate events including commencement and convocation.

#### **L. University Writing Center, 2007-08 (Tom Deans)**

The University Writing Center continues to enrich undergraduate education by offering students individualized tutorials; we also continue to support faculty and teaching assistants in the design and teaching of W courses.

- We completed 2900 one-on-one, 45-minute writing tutorials in the 2007-08 academic year. This marks a 7% increase over 2006-07 and a 17% increase over 2005-06.
- We continue our history of working with students across the curriculum, with students coming to the Writing Center from all of UConn's colleges. While our focus continues to be on undergraduates, we also worked with 160 graduate students, most of them ESL writers who made repeated use of our center throughout the year.
- We continue to recruit outstanding undergraduate and graduate tutors. This April we had our most competitive applicant pool to date, with 98 applicants, of which we interviewed 45 and selected 20. The newcomers represent 18 majors and 5 colleges (CLAS, Business, NEAG, Fine Arts, and Engineering).
- We piloted a project that is encouraging instructors of First Year Experience courses to assign analytical writing and require Writing Center tutorials. Last year we had more than 400 visits from students in these sections; this fall, we expect writing to be assigned in over 50% of FYE courses.
- Our efforts to support W instructors continue. Our August and January full-day workshops on writing pedagogy and our lunchtime mini-seminars during the academic year continue to be well attended and well received.
- The Writing Center led a major assessment initiative for GEOC that involved collecting and evaluating the papers written in W courses in three departments.
- Several new programs are planned for 2008-09: we are expanding our tutoring presence in Babbidge Library; we are underway with a Undergraduate Writing Fellows pilot program that links tutors to specific courses; we have launched a grant-funded outreach program to found peer writing centers in Connecticut high schools; and we are continuing to expand support for writing in the sciences.

#### **M. Q Center (Tom Roby)**

- The Q Center's peer tutoring program once again grew explosively this past year. A few recent numbers tell the story:

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>Fall 2008</u>
Number of visits	1800	7772	13,550	up so far 80-
90%				
Number of open hours	24	45	58	58
Number of tutors	12	40	50	70
Number of half Gas	9.5	12	17	13

- Typical visits to our tutoring, which is currently all drop-in, last 30-60 minutes. We have dropped all pretence of providing one-on-one tutoring—our current staff are simply too swamped. It's typical for a tutor to work with five students at a time, juggling multiple courses and subjects.
- We enlarged our physical space in the library by 75% to accommodate the increased demand.
- We spent much time hiring a new faculty member to be Associate Director of the Q Center (and halftime tenure-track in Math), and are fortunate that Alvaro Lozano-Robledo accepted our offer.
- We hired a new 60% Program Assistant, Diane Briody, to replace the one who had left.
- We created a new online sign-in and survey and implemented it this spring. This allows us to track individuals, rather than just visits, so we can say that the average visitor to the Q Center in Spring'08 came five times. We can also fine tune the data by specific courses, and (as of this fall) easily make comparisons between semesters or courses. This has been enormously helpful in pinpointing areas of need and responding to them quickly.
- We created a similar online system for tutor timecards and payroll, that has streamlined that process significantly.
- This real-time data shows that this fall we should expect a doubling again in the number of visits, provided we are able to get the resources to pay for sufficient tutors.

<u>Term</u>	<u>Chem</u>	<u>Math</u>	<u>Phys</u>	<u>Stat</u>	<u>Other</u>
S'06	2%	70%	13%	11%	4%
S'07	15%	60%	12%	11%	2%
S'08	14%	60%	17%	8%	2%

- The Interim Associate Director taught a 1-unit INTD course each semester in "Tutoring Principles for Quantitative Learning" that met weekly.
- At the West Hartford campus, there is currently one Assistant Professor in Residence who is 33% dedicated to Q support on the campus. Funds have been committed to convert a little-used classroom into a Q tutoring center in the main classroom building.
- Our Grad. Assistants in various disciplines ran workshops for tutors in which they focused on key concepts, common errors, and effective strategies for helping those who struggle. Topics included Math for Chemistry, Business Math, and Calculus 2.

#### **N. UConn Early College Experience (Gillian Thorne)**

Located in the Office of Educational Partnerships (OEP), UConn Early College Experience (ECE) continues to provide new and exciting University courses to high school students. UConn ECE became nationally accredited in October, 2007, by the National Alliance of Concurrent Enrollment Partnerships (NACEP). As UConn's most extensive secondary education outreach program, UConn ECE works with a complex network of high schools to offer UConn courses taught on the high school campuses by UConn-certified high school instructors, who must meet UConn departmental adjunct professor qualifications. Motivated high school students have the opportunity to enroll in one or more of many rigorous UConn courses for a minimal student fee. Our program continues to help thousands of students per year in approximately 130 high schools in Connecticut to aspire to greater academic challenges, gain confidence in their ability to succeed, and make a smoother transition to college.

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
<b>ECE Enrollment</b>	2,136	2,044	2,174	2,060	2,100	2,210	2,965	2,836	2,725	2,204
<b>UConn Freshman ECE Alumni Enrollment</b>	459	446	412	384	360	350	427	295	305	312

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>ECE Enrollment</b>	1,816	3,021	3,292	3,253	3,423	3,525	3,609	4,566	5,253	5,300*
<b>UConn Freshman ECE Alumni Enrollment</b>	280	412	486	565	609	669	670	705	800	885

AY '07-'08 was a highly successful year for UConn ECE. Substantial changes in policies and procedures were institutionalized: spring registration, direct billing to students, student and policy guides, faculty use of University technology resources in the high schools (training provided), high school and ongoing accreditation compliance. Student events and high school faculty professional development opportunities were expanded. Further, the high school faculty Graduate Course Scholarship has been awarded for the past three semesters. This scholarship is intended to assist instructors with a slight deficit in the graduate work necessary for certification, a deficit that is frequently found in inner city high schools.

We sponsored our fourth Annual Transition to College Conference, this time on our own, and attracted nationally known speakers and presenters. Our focus was on collaborations among the various early college credit programs available to high school students. OEP expects to continue to take a leadership role in Connecticut and possibly in the Northeast as such collaborative efforts continue to evolve.

\* Estimated student enrollment (student numbers calculated before add/drop was completed)

## Undergraduate Education and Instruction Report to the Senate 2007-2008

### III. Enrichment Programs (Lynne Goodstein)

#### A. Honors (Lynne Goodstein)

- In 2007-08, the Honors Program grew to its largest size in the program's history, 1375.
- Combined average SAT scores (writing scores excluded) for the 2007 incoming freshman class remained stable at 1402, up from 1397 in 2007. This is the first time in the Program's history that the combined SAT scores for entering Honors students exceeded the 1400 benchmark.
- Incoming honors students were accepted at the following schools and elected to attend UConn Honors: Boston College, Boston University, Brandeis, Brown, Colby College, Colgate, Columbia, Cornell, Harvard, Johns Hopkins, Lehigh, McGill, Michigan, Mount Holyoke, Northeastern, Penn State, Rochester, Rutgers, Smith College, Syracuse, Texas at Austin, Tufts, Villanova, Wesleyan.
- 54% of the fall 2007 Honors first-year class entered UConn with at least second-semester standing based on previously earned college credit. 19% of the entering first-year students began at UConn as sophomores in credit standing. These figures are significant increases over 2006 entering students.
- 25.5% of incoming honors students were from underrepresented minority groups.
- 127 students were awarded the sophomore honors certificate in 2007-08. This constitutes a decline from the 144 recipients in 2006 and 138 recipients in 2005. It is not clear why the number of sophomore certificate recipients declined.
- 238 students graduated as Honors Scholars, University Scholars or Degree with Distinction recipients in 2007-08 (including graduates in May 2008 as well as graduates in August and December of 2007), compared with 186 in 2006-07.
- 282 of the 291 first-year Honors students lived in the Honors Residential Community in Shippee Hall. 37 % of all Honors students lived in Honors living learning communities.
- 174 Honors sections were offered, the largest number since records were kept.
- The Honors Core Curriculum added three new interdisciplinary courses:
  - MCB/CSE/BME 1401, Computational Molecular Biology (Content area 3), Craig Nelson and Ion Mandoiu
  - MCB 1405, The Genetics Revolution in Contemporary Culture (Content area 3), Rachel O'Neill, and
  - AH/NUSC 1030. Interdisciplinary Approaches to Obesity (Content area 3), Valerie Duffy and Nancy Rodriguez
- Eighteen faculty-led Honors freshman seminar classes were offered in fall of 2007. 263 freshmen (90%) of incoming 2007 honors students were enrolled in a first year seminar.
- The Honors Program continued to sponsor Honors in Cape Town and the Honors Congressional Internship Program. A program on Social Entrepreneurship in Guatemala and an exchange with the University Scholar Program at the National University of Singapore were both added as Honors study abroad opportunities.

- The Honors Program administered the signature UConn University Scholars Program, and 14 students (or 48%) of the 29 applicants were admitted.
- The Honors Program administered the Rowe Scholars Program for students from low income or underrepresented backgrounds interested in the health professions. Significant developments for 2007-08 included: increased programming, the creation of policies, the building of a website, and the admission of our largest class of Rowe Scholars to date, at 14.
- The Honors Program awarded the second annual Honors Distinguished Alumni Award to Bonnie Sarno Vontell, J.D., a businesswoman, philanthropist, author, Town Council member, and Masters Rowing champion, who is also a cancer survivor.

**B. Office of National Scholarships (Jill Deans)**

- Pre-applications for national competitions included: the Carnegie Jr. Fellows program (4 with 2 nominees chosen); the Goldwater (8 with 3 nominees chosen); Rhodes/Marshall (12 with 4 nominees chosen for '08 competition); Mitchell (2 with 1 nominee chosen for '08 competition); Truman (6 with 2 nominees chosen); Udall (5 with 3 nominees chosen); USA Today (2 with 2 nominees chosen); Phi Kappa Phi (1 with 1 nominee chosen); Jack Kent Cooke (5 with 2 nominees chosen)
- ONS also assisted students with applications for prestigious scholarships not requiring nomination: Javits (1); Pickering (1); Tylenol (3)
- Joseph Fournier won a Goldwater Scholarship; Michael Abramczyk and Sonali Shah were named Honorable mentions in the Goldwater competition.
- J. Stephen Ferketic was a Finalist in the 2007 Mitchell competition (and was nominated for Rhodes and Marshall for 2009)
- Amanda Ploch was a Finalist in the 2008 Truman competition
- Matthew Harding reached the final stages of the Jack Kent Cooke competition
- Vatsal Patel won the Phi Kappa Phi Walter and Adelheid Hohenstein Fellowship for the Northeast region.
- Joshua Shulman was chosen to represent CT for the Henry Clay Center for Statesmanship Inaugural Student Congress. Josh was also selected as UConn's choice to participate in the Center for the Study of the Presidency's Presidential Fellows Program
- Director Jill Deans assisted Elizabeth Mahan, Office of International Affairs, with recruiting for the Fulbright competition (which yielded two winners) and served on the NSEP Boren Scholarship committee (which also yielded two winners)
- ONS reached out to numerous departments to provide information on national scholarships including Physics, PNB, English, History, Political Science, Fine Arts, HDFS
- ONS hosted Truman Foundation Secretary Frederick Slabach, who attended a Truman Scholarship information session; ONS also held sessions for the Carnegie Jr Fellows, Goldwater, Udall and Rhodes/Marshall
- Continued recruitment efforts through mass mailings to high GPA students, flyers and contact with faculty and administrators; held presentations for individual classes and groups.

- Held an interview workshop with Steve Jarvi for Truman and Carnegie candidates and provided individual interview preparation, including mock interviews, for our Mitchell and Truman finalists
- ONS Director attended the bi-annual National Association of Fellowship Advisors [NAFA] conference in Washington DC in July 2007 and participated in NAFA's bi-annual study tour of UK universities in June 2008. The tour served the interests of current and future Rhodes, Marshall, Gates Cambridge and NIH partnership candidates.

### C. **Individualized Major Program (Margaret Lamb)**

The IISP unit administers two enrichment program opportunities: the Individualized Major and the Criminal Justice Minor.

The Individualized Major is offered by the College of Liberal Arts and Sciences and the College of Agriculture and Natural Resources.

- The Individualized Major (IMJR) Program was first established in 1974 and since then about 1,700 students have graduated with a self-designed major.
- Currently, about 70 students graduate with an IMJR every year (2007/8: 67; 2006/7: 66; 2005/6: 79). Students spend, on average, almost 4 semesters in the IMJR Program. Students may apply for admission after they complete 30 UConn graduation credits.
- In recent years, the Program has increased the rigor of the admissions process and added a research/methods course and capstone course requirement to each student's individualized plan of study. The appointment of a full-time academic advisor to replace graduate student advising of pre-individualized majors means that the Program offers professional advising by two doctorally trained advisors, both with extensive undergraduate teaching experience.
- December and May graduates in 2007/8 had an average major GPA on graduation of 3.5 and total GPA of 3.21. The comparable data for the two previous full academic years were 2006/7: 3.4 and 3.12; 2005/6: 3.3 and 3.05. These data represent improvements from previous years. In 2007/8, 3 IMJR graduates were University scholars, 14 were honors scholars, 7 graduated summa cum laude, and 10 were Phi Beta Kappa invitees. All individualized majors must achieve a major GPA of at least 2.5 to graduate.
- About 35% of IMJRs pursue a double major or additional degree. Over 20% are in the Honors Program.
- IMJRs in the area of international studies (including International Relations and area studies) are the most common. We also have strong clusters of students designing majors with themes in health & society, human rights & social justice, and law & society. Other recurring themes include sports studies, film studies, media & popular culture, and human resources management.
- A recent survey found that 37% of individualized majors studied abroad and 54% completed internships for academic credit.
- All individualized majors must have three faculty advisors to be admitted to the Program. 205 faculty members from 43 departments and 6 schools and colleges served as advisors to IMJR students in 2007/8.
- Most individualized major graduates go on to jobs in their fields of interest or graduate school. Individualized majors will study this fall at Brown, the

Canadian College of Naturopathic Medicine, Columbia, Emory, Penn, UConn, the University of British Columbia, Yale, and Wesleyan.

The Criminal Justice Minor is a College of Liberal Arts & Sciences plan, with core courses offered by the departments of political science, psychology, and sociology. Other departments offer electives: human development and family studies, philosophy, and women's studies. An internship in a criminal justice setting is a requirement of the minor. 45 students from three schools and colleges graduated with the minor in 2007/8.

**D. Office of Undergraduate Research (Jennifer Lease-Butts)**

- 46 students received \$144,350 from the SURF program:
  - This is the same number of grants given as last year, but a \$6,180 increase in total grant funding.
  - 20 SURF grants were made to students from underrepresented populations, which is an 81% increase over last year.
- 79 students received research funding through OUR grants during the academic year:
  - Number of students funded increased by 1
  - OUR grant funds were exhausted by March of 2008
  - 36 grants funded travel to present research, a large increase from 14 grants the previous year
  - As a result, the number of grants to fund research expenses decreased to 45 in 2007-2008 from a high of 65 in 2006-2007
- 105 undergraduates presented 81 posters at the *Frontiers in Undergraduate Research Poster Exhibition*:
  - 9% decrease in students presenting and 18% decrease in the number of posters
  - Part of the decrease was caused by limitations of the presentation room
- 11 University Scholars gave oral presentations of research at the 2<sup>nd</sup> Annual *Frontiers of Undergraduate Research Symposium*.
- 105 students applied for research placements:
- 65 Presidential Scholarship Enrichment Awards were processed:
  - Over \$137,029 was distributed to students for study abroad, research, and internship experiences.
- The SURF on-line application and review process were a continued improvement
- 45 faculty members served as proposal reviewers
- An OUR Advisory Board was instituted to assist the office with growth and progress
  - 17 faculty and staff members agreed to serve on this board

**E. Study Abroad (Ross Lewin)**

- Study Abroad Program Size The Study Abroad Program grew to its largest size in its history. In 2007-08, 782 UConn students studied outside the borders of the United States, up from 684 the previous year, an increase of about 14.1%. The percentage of students who studied abroad grew from 16.2.% in 2006-2007 to 18.2 in 2007-2008.
- Full-Year Program In 2007-08, 37 students, up from 28 students during the previous year. 3.6% studied abroad for a full year, down from 4.1% for the previous year and continuing a downward trend over the past few years.



- Semester Program In 2007-08, 419 students studied abroad for one semester, up from 341 for the previous year. 419 amounts to 53.6% of all the students who studied abroad. In 2006-07, the percentage of study abroad students going for a semester was 49.9%.
- Summer Program In 2007-08, 265 students studied abroad for the May Term or summer term(s), up from 255 the previous year. 265 equals 33.8%, down from 37.3% for the previous year.
- Winter Intersession Program In 2007-08, 61 students studied abroad during the Winter Intersession, up from 35 for the previous year. 61 equals 7.8%, up from 5.1% for the previous year.
- Spring Break Program In 2007-08, no students studied abroad during the spring break, down from 25 students for the previous year.
- Program Types In 2007-08, 441 students participated in UConn-administered programs, compared to 392 in the previous year. 441 equals 56.4% of all students who studied abroad, down from 57.3% for the previous year. 59 went on Exchange Programs in 2007-08, up from 33 the previous year, an increase of 78.8%. 59 equals 7.5% of all the students who studied abroad, compared to 4.8% for the previous year. 268 participated in third-party programs, compared to 249 the previous year. 268 equals 34.3% of all the students who studied abroad, compared to 36.4% in the previous year. 16 students petitioned to go on programs not on our approved list, compared to 9 for the previous year. Note that direct enrollment students are included in the third-party category.
- World Region Breakdown In 2007-08, 51 students went to Asia, up from 13 students the previous year. 32 students went to Africa, down from 40 for the previous year. 17 students went to the Caribbean, down from 20 for the previous year (though four of these went to Puerto Rico). 12 students went on the Open (International) Waters, down from 29 for the previous year. 7 went to the Middle East (Egypt is included in Africa), up from 3 for the previous year. 29 went to Latin America, up from 22 for the previous year. 54 went to Oceania, up from 44 for the previous year. 578 went to Europe, up from 567 for the previous year. 2 went to Canada (Quebec), up from 1 for the previous year. 73.9% of the study abroad students went to Europe, down from 79% for the previous year.
- Country Breakdown The most popular destination for UConn students for 2007-2008 were Italy (191), the UK (114), Greece (65), Spain (60), France (55), Australia (52), Germany (30), South Africa (27), Ireland (20), Dominican Republic (16), China (14), Sweden (14), Mexico (14), Around the World (12), Denmark (10), Guatemala (10), Singapore (10), Argentina (8) and Korea (7). Particularly noteworthy are the dramatic increases in the number of students going to China, India, Mexico, Guatemala, Singapore and Korea.
- College/School Breakdown 365 of the UConn study abroad students are in Liberal Arts, up from 362 the previous year. 365 equals 46.7% of the total number of students who studied abroad, down from 53% for the previous year. 44 or 5.6% are in the Sciences, compared to 40 and 5.9% for the previous year. 107 or 13.7% are in the Business School, compared to 95 or 14% for the previous year. 26 or 3.3% are in Fine Arts, compared to 32 or 4.7% are in Fine Arts. 26 or 3.3% are in Agriculture and Natural Resources, compared to 31 or 4% for the previous year. 22 or 2.8% are in Education, compared to 33 or 4.8% for the previous year. 33 or 4.2% are in Engineering, compared to 14 or 2% for the previous year. 7 students are in Nursing, compared to just 4 the previous year. 125 are Individualized Majors, Undecided, Exploratory or Indeterminable. 70 of the 125 fall in the latter category.

- Study Away In 2007-08, 17 UConn students studied away (in the US), either on UConn Honors in Washington or the National Student Exchange, up from 16 for the previous year.
- Non-UConn students In addition to the 782 UConn students who studied abroad, 49 non-UConn students participated in UConn study abroad programs during 2007-2008, down from 80 for the previous year.
- Overall Program Size 831 UConn and non-UConn students participated in an approved UConn study abroad or study away program, up from 764 for the previous year.
- Incoming Exchange Students UConn hosted in 2007-2008. 59 International Exchange students, up from 51 for the previous year. In addition, 12 students from other US institutions spent at least one semester at UConn through the National Student Exchange program, down from 15 the previous year.
- The Office of Study Abroad developed and/or implemented several new programs and exchange agreements this year.
  - UConn in London (Fall 2008 onward), Dr. Anthony Gristwood, Director
  - UConn Social Entrepreneurship in Guatemala (May 2008)
  - UConn Pharmacy in Beijing: Traditional Chinese Medicine (May 2008)
  - UConn Art and Popular Culture in India (Winter 2007-08), Professor Kathryn Myers, Faculty Director.
  - UConn Winter in Oaxaca (Winter 2007-08), Professor Mark Overmyer-Velasquez, Faculty Director
  - UConn Maritime Studies in Sweden: Understanding Vasa (Winter 2007-08), David Robinson, Faculty Director
  - UConn Nursing in Cape Town (Fall, 2008), Professors Lisa-Marie Griffiths and Arthur Engler, Directors
  - Sophia University, Tokyo, Japan
  - University College of Dublin, Ireland
  - Linköping Technological University, Sweden
  - University of Oslo, Norway
  - Universidad de Monterrey, Mexico
  - University of Wollongong, Australia
  - Universidad de Magallanes, Chile

## Undergraduate Education and Instruction Report to the Senate 2007-2008

### IV. Assessment (Eric Soulsby)

Assessment efforts continued along an evolutionary path this year.

In response to the Provost indicating that a possible annual metric would include the need for programs to populate the *Online Assessment Tracking System (OATS)*, some programs that had been slow to get started picked up the pace this year. A *culture of inquiry* is what we are aiming to establish here at UConn. To achieve this objective, it is critical that assessment efforts form part of the metrics used in evaluating schools/colleges, departments, and programs. Similarly, it is important that *assessment information is used*; i.e., action plans developed in doing assessment must be acted upon in order to meet the expectations put forward by the New England Association of Schools and Colleges (NEASC). Just collecting assessment information is insufficient: assessment information must become part of decision making at the University.

Overall progress continued, albeit perhaps a bit slower in some areas than desired, with many programs moving forward. During the past year, Assessment Liaisons in each of the undergraduate degree programs continued to refine statements of learning expectations for their majors. Feedback on draft versions of assessment plans developed by Liaisons was provided throughout the year. Some programs went through multiple iterations of submission/feedback as they continued to refine their assessment plans. Programs with well-defined learning outcomes shifted their efforts to considering different methods for measuring how well students meet their learning expectations. Many programs are still in the early stages of assessment, however.

Webinars were offered to help educate the Assessment Liaisons and others about assessment. Topics included: Assessing First-Year Seminars, ePortfolios for Learning and Assessment, How to Develop a Survey, Choosing Assessment Methods, Global Shifts in Higher Ed -- Why Bologna Matters to Your College, Defining Program Outcomes, and Developing Rubrics. The assessment web site, <http://assessment.uconn.edu>, was maintained with information of use to the Liaisons.

#### Web repository – the Online Assessment Tracking System (OATS)

More training on the use of the *Online Assessment Tracking System (OATS)* was done as the Assessment Liaisons began to populate OATS with annual assessment report information. The format for annual assessment reporting was determined: a program *Mission* statement, the *Goals* of the program, the more specific learning *Outcomes*, information on the *Implementation* of the learning expectations within the curriculum, *Methods* for measuring how well students achieve the learning expectations, *Results* from the measurement, and *Action* to be taken based on what was learned from doing assessment. An October 1<sup>st</sup> deadline for annual assessment updates was set so that assessment information feeds *Catalog* changes due in November as well as annual budget cycle deliberations during the fall term.

Enhancements to the functionality of OATS included working with UITS on minor modifications to OATS, revising the *OATS User Manual* to clarify information on cutting-and-pasting material from Microsoft Word into OATS, and the addition of a significant new feature to OATS – a *document management system*. The new document management system allows users to upload “supplemental material” documents to the server. This new feature was designed and implemented with programming help from UITS thereby allowing users to share rubrics, surveys, etc. in a central location, a feature not available in the Georgia Tech version of the system.

The Neag School of Education was the first to completely populate OATS with annual assessment reports for *both* its undergraduate and graduate programs.

### General Education Assessment

Assessment of student learning outcomes in general education proceeded along the lines of the plan developed by the Assessment Task Force/Committee at the end of the previous year by focusing efforts on the areas of Writing Competency, Information Literacy Competency, and the Science and Technology Content Area 3.

The *Standardized Assessment of Information Literacy Skills* (SAILS) – a knowledge test with multiple-choice questions targeting a variety of information literacy skills – was administered via the ENGL 110/111 offerings. UConn students performed better than the institution-type benchmark on the SAILS skill sets of Searching while also performing about the same as the institution-type benchmark on the following skill sets: Developing a Research Strategy, Selecting Finding Tools, Using Finding Tool Features, Retrieving Sources, Evaluating Sources, Documenting Sources, and Understanding Economic, Legal, and Social Issues.

A graduate student from the University of Connecticut’s Neag School of Education interviewed instructors of General Education Science and Technology Content Area 3 (CA3) courses to determine how and where they addressed the CA3 learning goals, listed in UConn’s General Education Guidelines, in their courses and the extent to which they assessed whether students achieved these objectives. Results from the interview and analysis of course materials indicated that CA3 courses are addressing almost all of the Learning Goals established for this content area; but actual assessment of student achievement of the learning objectives is less complete.

Spearheaded by the Writing Center Director, Tom Deans, with help from Scott Brown in the Neag School of Education, assessment of Writing in Art History, English, Human Development and Family Studies, and Political Science took place at the end of the last academic year. Preliminary results indicated that the W courses reviewed all met the letter and spirit of University expectations for W courses by requiring at least 15 pages of writing across the span of the semester and all featured structured opportunities for revision. In their W courses, UConn students are writing long academic papers on relevant and challenging topics. Based on a direct assessment of 127 final papers, the 94% of UConn students meet at least *minimal proficiency* for writing in advanced college courses.

### National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)

The results of the Spring 2007 administration of the NSSE and FSSE surveys were analyzed this year. Information from this analysis was shared with others via

presentations to the UEI Associate Deans, the UEI Large Staff, the Retention and Graduation Task Force, the Enrollment Management Heads & Associates, and the Regional Campus Directors and AVPs. First-year student responses showed that on the NSSE Benchmarks of Level of Academic Challenge, Student-Faculty Interaction, and Supportive Campus Environment, results showed UConn to be essentially similar to our Carnegie peer institutions. On NSSE benchmarks of Active and Collaborative Learning as well as on Enriching Educational Experiences, the results showed UConn to be slightly lagging our Carnegie peers. Overall, on 91% of the NSSE survey items student responses showed UConn to be similar to Carnegie peer institutions.

Work with the Office of Institutional Research was done to look at the NSSE data broken down by school/college and gender. Information on the gender engagement results was shared with appropriate offices on campus.

The results of the Faculty Survey of Student Engagement (FSSE) were also analyzed and disseminated to others. Some disconnects between students and faculty were seen in areas dealing with analyzing quantitative problems, using computing and information technology, and the timeliness of feedback on student academic performance.

#### Your First College Year (YFCY) Survey

Work was done with the Office of Institutional Research to administer the Your First College Year (YFCY) survey during the Spring 2008 semester. Results from the survey were disseminated at the First-Year Programs Research Symposium this Fall semester.

**Report of the Nominating Committee**  
to the University Senate  
October 13, 2008

1. We move the following faculty deletion to the named standing committee:

Cyrus Ernesto Zirakzadeh from the Faculty Standards Committee

2. We move the following faculty and staff additions to the named committees:

Lysa Teal to the University Budget Committee as an ex-officio,  
non-voting representative of the Chief Financial Officer's Office.  
Cyrus Ernesto Zirakzadeh to the Growth & Development Committee

3. We move the following student additions to the named committees:

Jared Ashmore, undergraduate student, to the University Budget Committee  
Jeffrey Bernath, graduate student, to the University Budget Committee  
Dipti Dedhia, undergraduate student, to the Curricula & Courses Committee  
Andrew Elash, undergraduate student, to the Growth & Development Committee  
Christopher Ferraro, undergraduate student, to the University Budget Committee  
Robert Glover, graduate student, to the Faculty Standards Committee  
Samuel Greenberg, undergraduate student, to the Scholastic Standards Committee  
and the Faculty Standards Committee  
Wonchi Ju, undergraduate student, to the Enrollment Committee  
and the Faculty Standards Committee  
Janna Mahfoud, graduate student, to the Scholastic Standards Committee  
Timothy Morin, graduate student, to the Student Welfare Committee  
Dante Paolino, undergraduate student, to the Courses & Curricula Committee  
Kristina Paul, graduate student, to the General Education Oversight Committee  
Matthew Staron, undergraduate student, to the Enrollment Committee  
Steven Vanderveer, graduate student, to the Growth & Development Committee

4. For the information of the Senate, the Graduate Student Senate has named Shaznene Hussain and Timothy Morin to membership on the University Senate for a one-year term.
5. For the information of the Senate, the Undergraduate Student Senate has named Matthew Burrill to membership on the University Senate for a one-year term.

Respectfully submitted,

Jeffrey von Munkwitz-Smith, Chair  
Anne Hiskes  
Karla Fox  
Harry Frank  
Debra Kendall  
Susan Spiggle

**Proposal for the Establishment of a New Standing Committee  
of the University Senate**  
October 13, 2008

## **Motion**

The Bylaws of the University Senate shall be amended as follows:

### **Section C.2 Standing Committees**

There shall be ~~seven~~ **eight** standing committees of the Senate, as described in the following subparagraphs.....

#### **h. Diversity Committee**

**This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate. The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.**

## **Rationale and Justification.**

### **A. Discussion.**

Diversities in student, faculty, and staff populations have long been included as goals in the strategic and academic plans of the University of Connecticut. The University's most recent academic plan identifies diversity as a specific goal. Goal 4 is to "ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences" (The University of Connecticut Academic Plan, 2009-2014, p. 17) Diversity is recognized to be an important component of the University's teaching, research, and public engagement missions and integral to its identity as a land grant institution. As such, promoting and supporting diversity is the responsibility of all University departments and faculty and staff.

Diversity is here conceived as a broad and open-ended concept. "The definition is ever changing... It encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religious creed and sexual orientation; and includes those with disabilities and from various socio-economic backgrounds. It

encompasses not only individuals and groups, but also thoughts and attitudes.” (*UConn Diversity Action Committee 2002*).

The broad and evolving nature of society’s understanding of diversity speaks to the need and benefits to be obtained from a forum where on-going review and evaluation of policies and practices related to diversity occur. It also speaks to the benefits of bringing together a broad cross-section of people to share perspectives and insights.

It should be noted that the establishment of a Senate Standing Committee on Diversity does not replace or alter the responsibilities or activities of any offices or individuals currently engaged with promoting or supporting diversity at the University.

## **B. Benefits of establishing a University Senate Committee on diversity:**

- (1) Provides a route whereby faculty, staff, students, and administrators can bring a diversity-related issue of general concern to the attention of the university community and to the floor of the Senate for discussion and recommendations.
- (2) Provides a venue where diversity-related issues are discussed and insights shared by faculty, students, staff, and administrators from a cross-section of the schools, colleges, and departments. No such venue currently exists.
- (3) Develops a group expertise on diversity issues because of its focus.
- (4) Serves as a resource for the University administration in obtaining input and guidance on practices and policies related to diversity from a cross-section of the University Community.
- (5) Facilitates a sense of ownership and engagement among faculty, staff, and students on university policies and practices related to diversity.
- (6) Promotes faculty governance on issues of diversity.
- (7) Facilitates implementation of the University’s Academic Plan with respect to diversity goals.
- (8) Through its annual report to the Senate informs the university community of the state of diversity initiatives and discussion of issues



**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
October 13, 2008

Proposed bylaw change - Dean's List policy

**BACKGROUND**

Presently, only full-time students are eligible for Dean's List. Senate scholastic standards committee has been asked to consider whether to make this recognition available to academically qualified students who are ineligible solely due to their part-time status (6% of students in total; 2% of the population at Storrs, and 25% of the population at the regional campuses).

The committee proposes to make part-time students eligible for 'Academic Year Dean's List.' The criteria would be the same as the criteria for Dean's list, except that the student must not be full-time, and register for at least 12 calculable credits during a 12-month period starting after the conclusion of a spring semester.

**PROPOSAL**

(Additions to the existing bylaw are underlined.)

*Dean's List*

Semi-annually the deans of the various schools and colleges shall issue a list of those full-time degree-seeking students who for the previous semester (a) were registered for at least twelve calculable credits, (b) received no mark below C nor received a U in any course, (c) earned at least a 3.0 semester grade point average, and (d) were in the upper quartile of their respective school or college.

Annually, at the conclusion of the Spring semester, the deans of the various schools and colleges shall issue a list of those degree-seeking students who did not attain full-time status at any time during the previous 12 months, but who, during this 12 month period (including summer and intersession sessions) (a) were registered for a total of at least twelve calculable credits, (b) received no mark below C nor received a U in any course, (c) earned at least a 3.0 grade point average, and (d) were in the upper quartile of their respective school or college based on the Spring data. [note: These students will receive the distinction: "Dean's List (Part-time)".]

**University Senate Curricula and Courses Committee  
Report to the Senate  
October 13, 2008**

**I. The Curricula and Courses Committee recommends approval of the following revisions to 1000 level courses.**

**A. Revise:** EKIN 1160 Courses in Lifetime Sports Program to reflect change in AHS 1200

**1. CURRENT CATALOG COPY**

EKIN 1160. Courses in Lifetime Sports Program Either semester. One credit. Two periods/week. Open to all University students. This course may be repeated with change of activity and/or skill level. Not to exceed 2 credits towards graduation. Students in the Department of Kinesiology may take up to six different activities for six credits toward graduation. A variety of lifetime sports and skills are offered. The teaching of each activity will be geared to individual, dual, and team activities.

The Lifetime Sports Program (EKIN 1160) in the NEAG school of Education,, Department of Kinesiology, accommodates students who have physical disabilities in the least restrictive environment possible. Participants requiring accommodations should contact the Program Coordinator at (860) 486-3623.

**2. PROPOSED CATALOG COPY**

(1160) Either semester. One credit. Open to all University students. This course may be repeated with change of activity and/or skill level; not to exceed 3 credits towards graduation of combined EKIN 1160 and AH 1200 credits. Students in the Department of Kinesiology, as part of their approved plan of study, may take up to six different activities for six credits towards graduation.

A variety of lifetime sports and skills are offered. The teaching of each activity will be geared to individual, dual, and team activities. Students who have physical disabilities in the least restrictive environment possible. Participants requiring accommodations should contact the Program Coordinator.

**II. The curricula and Courses Committee recommends approval to add the following 1000 or 2000 level courses.**

**A. Add:** AH 1200 Introduction to Martial Arts

AH 1200 Introduction to the Martial Arts

Either semester. One credit. This course may be repeated with a change of activity and/or skill level. Not to exceed 3 credits toward graduation of combined AH 1200 and EKIN 1160.

Introduction to the techniques and philosophies of traditional Martial Arts disciplines;  
Development of practical martial arts skills (varies by discipline), and building of a state of mind which permits the successful application of self-defense.

**B. Add:** AH 2000 Fundamentals of Allied Health Care.

AH 2000 Fundamentals of Allied Health Care

Either semester. Lecture. 3 credits

An introduction to the basics of the health care system and the role of Allied Health professionals within this system. Topics include ethical and legal responsibility, professionalism, communication, delivery systems, insurance and government providers; career exploration.

Open to sophomore and above students in Allied Health Sciences, Diagnostic Genetic Sciences, and Medical Technology; others by consent.

**III. The curricula and Courses Committee recommends approval to drop the following 1000 or 2000 level courses.**

**A. Drop:** AH 105 (1205) Introduction to Karate. (Now a section under AH 1200)

**B. Drop:** AH 107 (1207) Introduction to Aikido. (Now a section under AH 1200)

**C. Drop:** ENGL 1401 Introduction to Literary Study

**D. Drop:** MCB 2211 Gene Expression effective May 09 (change in number to 3201)

**IV. For the information of the Senate, the following course was approved as a special topics.**

**A. Add:** ARE 4095 Special Topics

ARE 4095- Special Topics: Statistics for Management. Sec 1

**V. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Content Area 2 – Social Science**

**A.** SOCI 3823 The Sociology of Law: Global and Comparative

**VI. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Content Area 4 – Diversity and Multiculturalism**

**A.** SOCI 3823 The Sociology of Law: Global and Comparative

**VII. The curricula and Courses Committee recommends approval of adding the following courses to the General Education Writing Competency**

**A.** ANTH 3150W Migration

**B.** HORT 2560W Written Communication in Horticulture

**C.** NRME 3345W Wildlife Management Techniques

**VIII. For the information of the senate the following Gen Ed courses were approved for offering during intersession.**

CA 1 HIST/ SCI 2206 [206] History of Science

CA2 ECON 1201 [112] Principles of Microeconomics

**IX. For the information of the senate, the new Course Action Forms have been uploaded and are now available from the University Senate Curricula and Courses Committee web site. The Guidelines for Submitting Course Proposals has also been totally revised and will be made available on the same site.**

Respectfully Submitted by the Senate Curricula and Courses Committee.

Michael J. Darre, Keith Barker, Marianne Buck, Janice Clark, Dipti Dedhia, Andrew DePalma, Dean Hanink,  
Kathleen Labadorf, Susan Lyons, Maria Ana O'Donoghue, Morty Ortega, Dante Paolino, Eric Schultz